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A PILOT STUDY INVESTIGATING THE SOPHOMORE
EXPERIENCE AT ROWAN UNIVERSITY

by
David R. Stuart Jr.

A Thesis

Submitted in partial fulfillment of the requirement of the
Master of Arts in Higher Education Administration
of
The Graduate School
at
Rowan University
6/20/2007

Approved by _____
Dr. Burton R. Sisco

Date Approved June 20, 2007

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ABSTRACT

David R. Stuart Jr.
A PILOT STUDY INVESTIGATING THE SOPHOMORE
EXPERIENCE AT ROWAN UNIVERSITY

2006/07

Dr. Burton R. Sisco
Master of Arts in Higher Education Administration

The primary purpose of the study was to develop and pilot test an instrument to better understand the sophomore experience at Rowan University. The study investigated the importance and level of satisfaction of factors that contribute to the sophomore experience. Of particular interest was to identify those factors which are controlled by the university, so that improvements can be made in order to better serve students. The study was conducted at Rowan University during the 2007 spring semester of the academic year. A total of 574 students chose to participate in the study. The participants were asked to take the instrument via an online commercial survey site. The data were analyzed using descriptive statistics. Pearson product moment correlations were calculated to determine if there were any significant relationships between the four factors and the survey items pertaining to satisfaction and importance of the sophomore experience.

The study provided a significant amount of information about Rowan University sophomores and how satisfied they were on selected issues, as well as how important those issues were. The pilot study also resulted in an instrument that can be used by Rowan University to continue examining the sophomore experience.

ACKNOWLEDGMENTS

I would like to first thank my parents David R. Stuart Sr. and Barbara J. Stuart for their many years of loving help with guiding me down the right path. Without their help I would not be where I am today.

I would also like to thank Julie Stavely for her long hours of proofreading and all the moral support. She has provided me with some light and laughter to the long nights that accompanied the endeavor.

Lastly, I would like to thank Dr. Burton Sisco for his long hours working with me to ensure that I am as prepared as I can be. I would also like to thank him for his long hours spent reading and correcting my efforts.

TABLE OF CONTENTS

CHAPTER		PAGE
ONE	INTRODUCTION.....	1
	Statement of the Problem.....	1
	Purpose of the Study.....	2
	Assumptions and Limitations.....	2
	Operational Definitions.....	3
	Research Questions.....	4
	Overview of the Study.....	4
TWO	LITERATURE REVIEW	6
	Student Development Theories: Tinto’s Theory on Retention.....	7
	Chickering’s Seven Vectors.....	9
	Perry’s Theory on Intellectual and Ethical Development.....	11
	Astin’s Theory on Student Involvement.....	13
	Research Performed on Freshmen.....	14
	Research on Seniors.....	16
	Research on Sophomores.....	17
	Summary of the Literature Review.....	21
THREE	METHODOLOGY.....	24
	Context of the Study.....	24
	Population and Sample Selection.....	25
	Instrumentation.....	25
	Data Collection.....	27
	Data Analysis.....	28
FOUR	FINDINGS.....	29
	Profile of Sample.....	29
	Research Questions.....	31
	Research Question 1.....	31
	Research Question 2.....	37
	Research Question 3.....	42
FIVE	SUMMARY, DISCUSSION OF FINDINGS, AND RECOMMENDATIONS.....	45
	Summary of the Study.....	45
	Purpose of the Study.....	45

Methodology.....	45
Data Analysis.....	46
Discussion of the Finding.....	47
Research Question 1.....	47
Research Question 2.....	48
Research Question 3.....	51
Conclusions.....	51
Recommendations for Future Practice.....	52
Recommendations for Instrumentation.....	54
Recommendations for Future Research.....	56
REFERENCES.....	57
APPENDIX A: Institutional Review Board Disposition Form.....	60
APPENDIX B: Consent Form.....	62
APPENDIX C: Survey Used on Survey Monkey©.....	64
APPENDIX D: Complete Data Collection.....	70
APPENDIX E: Complete Correlation Data	86
APPENDIX F: Updated Survey	95

LIST OF TABLES

TABLE		PAGE
4.1	Sex.....	29
4.2	Major by College.....	30
4.3	Place of Students Residents.....	30
4.4	Items Ranked as Highly Satisfied.....	34
4.5	Items Ranked as Highly Unsatisfied.....	35
4.6	Satisfaction Ranking of Academic Factors.....	36
4.7	Items Ranked as Having High Importance.....	39
4.8	Items Ranked as Having Low Importance.....	40
4.9	Importance Ranking of Academic Factors.....	41
4.10	Correlation Between Selected Items of Satisfaction and Place of Residence.....	43
4.11	Correlation Between Selected Items of Importance and Place of Residence.....	44
4.12	Correlation Between Selected Items of Importance and Sex.....	44

LIST OF FIGURES

FIGURES		PAGE
2.1	A Longitudinal Model of Institutional Departure Adapted from Tinto's 1987 Theory.....	8

CHAPTER ONE

INTRODUCTION

College has long been viewed as a gateway to a better life; the promise of a good life, bountiful pay, and meaningful careers await those who graduate from college. The higher education system in the United States is the envy of the world. Many young people from around the world come to study in universities and colleges in America. The higher education system continues to attract increasing numbers of students, yet the issue of retention remains a challenge, especially for students in the sophomore year.

Statement of the Problem

In the past two decades, the majority of research on retention of college students has tended to focus on freshmen. Many colleges and universities have instituted special programs designed to enhance the freshmen experience. Critics suggest that such an emphasis masks later problems, especially during the sophomore year (Pattengale & Schreiner, 2000). Moreover, much of the research on college students has tended to focus on either freshmen or seniors (Graunke & Woosley, 2005; Mohr, Eiche, & Sedlacek, 1998). Research on freshmen tends to focus on the social aspects of the college experience whereas the research on seniors tends to focus more on the idea of academic integration. Research shows that the factors that impact college retention change over time, and with little research focused on sophomores, there is a growing need to better understand what factors affect retention.

Additionally, the number of students dropping out after the first year has lessened while fewer students are ultimately graduating (Techniques: Connecting Education & Careers, 2000). This suggests a growing need to start looking at more than just the first year of college since students are dropping out at a later time and there is a need to know why.

For many years first year students have been studied to better understand retention and attrition issues. More recently, senior students in college have come under the microscope and are now being studied as well. Sophomores are not being studied with the same depth as the freshmen and seniors. Sophomores need to be studied in greater depth to better understand how they are faring in college.

Purpose of the Study

The primary purpose of the study was to develop and pilot test an instrument to better understand the sophomore experience at Rowan University. The study investigated the importance and level of satisfaction of factors that contribute to the sophomore experience. Of particular interest was to identify those factors which are controlled by the university, so that improvements can be made in order to better serve students.

Assumptions and Limitations

One of the primary reasons for doing research is to answer questions that are vexing or need deeper understanding. Any college student's collegiate experience is influenced by a number of factors both inside and outside of the instruction provided. The outside factors such as family and home issues are beyond the scope of this study which is focused on issues presumably under the control of the university. One assumption that was made is that sophomores who completed the instrument and juniors

who were asked to reflect on their sophomore year completed the instrument in a similar fashion. The study also assumed that participating students answered the questions in a truthful and honest manner.

When conducting research there are always some limitations of a study. A limitation in this case is that the sample size of sophomore and juniors students at Rowan University is relatively small; therefore the results of the study should not be used to draw broad conclusions at a national or state level. The study focused on participating sophomore and junior students at Rowan University during the spring 2007 semester; no broad generalizations can be made beyond the scope of Rowan University. Also, the study precludes the ability to compare between classes because only the sophomore experience was studied. The study may have some unintentional bias in the findings since the investigator is an advocate of sophomore student issues in general and at Rowan University.

Operational Definitions

1. College Experience: Refers to any action or interaction that takes place while attending Rowan University.
2. Engagement: A measure of the amount and quality of interactions students have during the sophomore year.
3. Participating Students: Any sophomore or junior student at Rowan University that chose to participate in the study by completing the instrument.
4. Satisfaction: A measure of whether a student has received the services and experience expected.

5. Sophomores: Students that had obtained between 24 and 58 credit hours as of the spring 2007 semester.
6. Sophomore Slump: A drop in grades or lack of interest in academics that leads to departure from Rowan University following the freshmen year; also, an increased concern about future career goals and an attempt to develop purpose in the student's life.

Research Questions

The following research questions guided the study:

1. What do selected sophomore and junior students who were asked to reflect on their sophomore year report as the level of satisfaction with their college experience at Rowan University?
2. What do participating students report as being most important regarding their college experience at Rowan University?
3. Is there a significant relationship between the demographic variables of sex, number of credits, work experience, and place of residence and the reported levels of satisfaction and importance of the college experience at Rowan University?

Overview of the Study

Chapter two provides a review of the research and scholarly literature pertaining to the study. This section contains a brief overview of retention, looks at theories that are frequently used to explain retention, explores research focusing on freshmen and on seniors, and selected studies completed on sophomore students.

Chapter three provides information on how the study was performed. It details the context of the study, the population and sampling method used, how the survey was developed and administered, and how the data were analyzed.

Chapter four presents the data and results of the study. This chapter contains a description of the findings in table and narrative form.

Chapter five summarizes and interprets the data, discusses the major findings of the study, and provides recommendations for practice, future instrumentation, and research.

CHAPTER TWO

LITERATURE REVIEW

For high school students around the United States, higher education is seen as a way to ensure success in adulthood. In the early years of higher education in America, only the richest levels of society participated. In recent years, the goal has changed to make college more accessible to all students. More students have heeded the call to enter the higher education system. As a result, most of the colleges or universities in the United States have experienced an increase in the number of applications received (<http://www.collegeadmissions.ws/collegeadmission.html>, accessed March 13, 2006). Yet, at the same time, only 51.1% of all college students graduate after five years. The percentage is even lower in public colleges where only 42.2% of the students graduate after five years (College Freshmen Hang In-for a While, 2000). Institutions of higher education have increased accessibility but are challenged by retention issues. Students are more likely to go to college but staying in college is a problem. As a result, many institutions have started to look at student attrition by class rank. It has long been known that freshmen and sophomore students have the highest attrition rates. While much research has focused on freshmen, relatively little research has focused on sophomore students.

Student Development Theories:

Tinto's Theory on Retention

Research has been conducted for many years on the success and retention of students in the higher education system. Much of the early research helped to uncover what students needed in order to succeed and what helped students to ultimately graduate. Tinto, in his early work *Leaving College* (1987), laid out a framework for understanding why some students persevered and why others chose to depart from college. Tinto's model states that a student's college experience can be broken down into three main stages. The first stage is the pre-entry stage which consists of attributes that happened before the student ever steps onto a college campus including family background, skills and abilities, and prior schooling.

The second stage is the college experience itself or time spent on campus and at college. There are both formal and informal interactions that compose each student's experience. Formal interactions refer to classes or research groups, whereas informal interactions deal with peer-to-peer interactions at social gatherings or in a residence hall. During the second stage, a student makes decisions about his/her goals and intentions as well as making an institutional commitment. All of the components of a student's college experience interact to determine what level of integration, both academic and social, the student achieves. The theory suggests that if a student has a bad institutional experience, whether from a lack of peer socialization or a perceived lack of faculty-staff concern for the student, the student will feel a lower level of integration. With a lower level of integration, the student's goals and intentions may change leading to a lesser institutional commitment and the resulting outcome of departure.

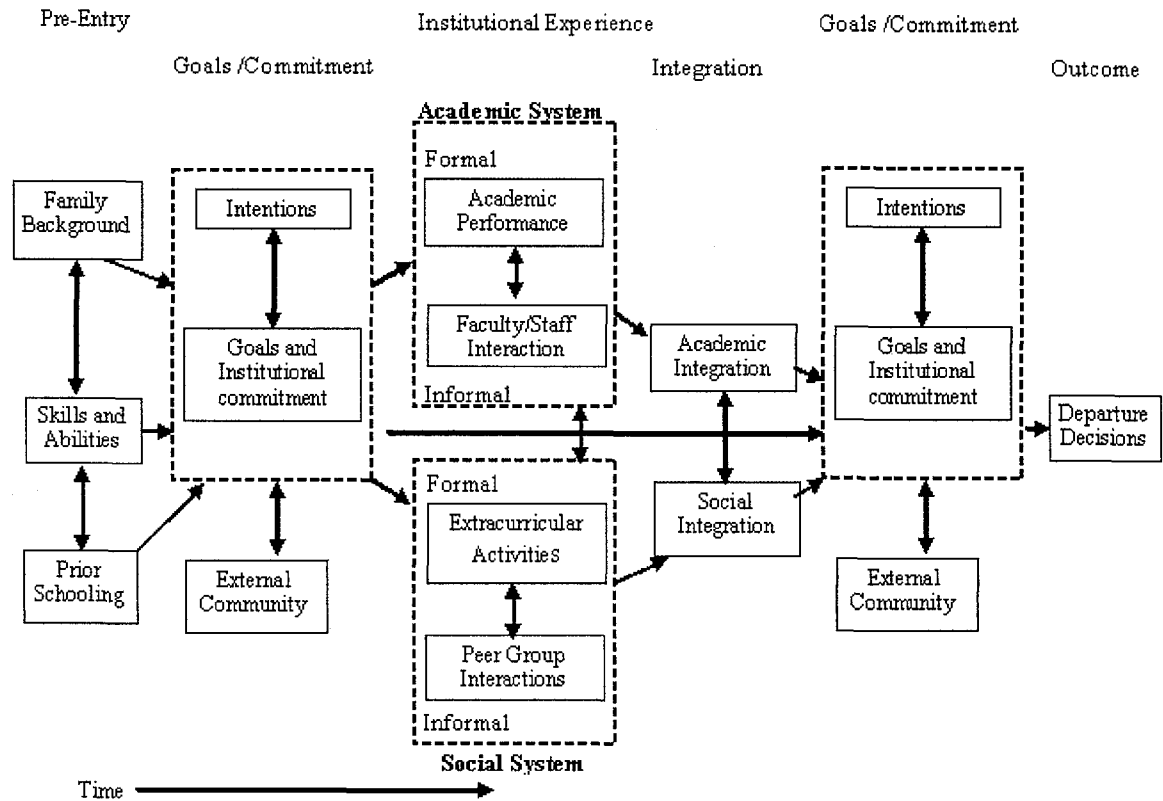


Figure 2.1. A longitudinal model of institutional departure adapted from Tinto's 1987 theory.

Outcome is the third and final stage of the theory that deals with a student deciding to leave the college or university. An important question is whether the student graduated from the institution or departed. A key factor for students is the feeling of integration. The higher a feeling of integration, the higher the chances of a student graduating; low feelings of integration may lead to a student not graduating. Figure 2.1 provides a longitudinal model of institutional departure adapted from Tinto's 1987 theory. Tinto's (1987) work is a foundational theory on which much research on undergraduate college students has been performed.

Chickering's Seven Vectors

Arthur Chickering's landmark book *Education and Identity* is considered to be one of the most important student development books ever written. Chickering's theory has spawned much research on how students develop. His theory suggests that there are seven vectors in which a student develops (Chickering, 1993). The vectors have an order yet a student can be working on any vector or combination of vectors at any given time. The seven vectors of Chickering's theory are (a) developing competence, (b) managing emotions, (c) moving through autonomy toward interdependence, (d) developing mature interpersonal relationships, (e) establishing identity, (f) developing purpose, and (g) developing integrity. Although a student can work on any of the vectors at any given time, sophomore students are much more likely to be working on vector specific four.

The first vector that most sophomore students have trouble with is developing competence. Many find they have to learn new intelligence and academic standards, both of which are higher than those they were accustomed to in high school or even during their freshmen year (Boivin, Fountain, & Baylis, 2000). For many sophomores, the academic year is filled with the general education classes not taken during the freshmen year. Moreover, the sophomore year is also a time where most students take the courses in the majors that are considered to be the "weeding-out" courses; the courses faculty use to determine who is ready for a specific major and who will not be accepted into the major.

The second vector that sophomore students must deal with is developing autonomy. This is a hard vector for sophomores because they are expected to be more independent and not look for approval from their parents. This is at a time when perhaps

for many of the students, approval is needed most. Also, this is a time when students still need to have the support of their parents because the students often suffer a confidence crisis. Moreover, this is when many students perform poorly in the first course in a major and have to rethink personal plans and future goals. Further, this is when a student who fails organic chemistry realizes that the lifelong dream of becoming a medical doctor might not happen as originally planned.

The next vector that sophomores often struggle with is establishing identity. This vector is heavily related to how successfully the student has established a new sense of competence and how successful the student was in “achieving a healthy interdependence within the campus community” (Boivin, Fountain, & Baylis, 2000, p. 4). The success of the student in the previous vectors helps to determine the success of this vector. Boivin, Fountain, and Baylis suggest that the college environment is the best opportunity to reform a student’s identity for six reasons. First, the college student is able to experiment with many different roles while attending college. The second reason is that while attending college, students are exposed to many credible views that may differ from their own. The third reason is that students also have a chance to make personal decisions and choices, maybe for the first time. The fourth reason is that students experience meaningful achievement. The fifth is that all of this happens in an environment that is free of excessive anxiety. The sixth and final reason is that there is time to reflect and time for introspection. For all of these reasons college is a great opportunity for students to establish personal identity.

The fourth vector that many sophomores must face is developing purpose. Many sophomores lack a real purpose. In developing a purpose the student is not only deciding

on a major, but also on career, life goals, lifestyle choice, and recreational interests (Boivin, Fountain, & Baylis, 2000). Many sophomores feel they are ready to go into the real world and work, but they do not know what kind of job to hold. The problem is those students with little purpose, or who have not yet chosen a major have less of an academic commitment than those students who have chosen a major (Orndorff & Herr, 1996). Tinto (1987) suggests this impacts retention and hurts students by weakening self-confidence. Sophomore students can work on any of the seven vectors at any time but the above mentioned vectors have being found to be developed during the sophomore year of the college experience.

Perry's Theory on Intellectual and Ethical Development

Perry's theory suggests a way to look at the way students think which is a key factor in a student's identity and the establishment of personal identity (Boivin, Fountain, & Baylis, 2000; Evens, Forney, & Guido-DiBrito, 1998; Perry, 1970). Perry's model suggests that there are three fundamental stages of development in the way a student views the world. The first and most simple of the stages is basic dualism. Dualism is based on absolute truths and authorities. There is always an answer to a question and most likely a teacher or parent can provide that answer. The world is viewed as black-white, good-bad to the student with a dualistic view of the world. The way a student views learning is as a simple gathering and exchanging knowledge from authorities such as books and teachers, which always have the right answer. The student's transition to the next period which happens when an authority figure does not have the answer or is unsure about the answer given. This often sends a student into a tail spin that ends in multiplicity (Evens, Forney, & Guido-DiBrito, 1998; Perry; 1970).

When students are in the multiplicity stage, they view the world with the idea that every perspective is valid when the correct answer is not known. The world is no longer black-white, there are many shades of gray and all perspectives are equally right and valid. During this stage, students start to look more at their peers as a source of knowledge for answers. Students begin to view learning as a process of how to gain knowledge and work hard to begin to think independently (Evens, Forney, & Guido-DiBrito, 1998; Perry; 1970). Students are also likely in this stage to improve personal analytical thinking skills, which are important because in the next period, relativism, the student analyzes all views and options.

Relativism is the next stage in the Perry scheme. Relativists realize that some options and views have little value while others pose much validity. Multiplists transition to relativists when they realize that all opinions are not equal and that valid ones can be supported while others can not. This is why the analytical skills that were developed earlier are so important. Relativists may adopt the view of authority figures like dualists (Evens, Forney, & Guido-DiBrito, 1998; Perry 1970). But unlike dualists, the relativist will examine the view first and not just take it at face value.

Bovin, Fountain, & Baylis (2000) suggest that most sophomore students are still holding onto basic dualism. Sophomores often start to transition to multiplicity and are trapped between what they once “knew” as true and an unknown future (Bovin, Fountain, & Baylis, 2000). The sense of the unknown often leaves the sophomores with a feeling of unrest and uncertainty. This transition only adds to the anxiety often felt during the sophomore year when there is also less support provided to the students than during the freshmen year (Boivin, Fountain, & Baylis, 2000). This is a year in which they receive

little guidance and yet where many of the students are lost and looking for that very guidance. This produces students who are in desperate need of help and guidance, however, they will not ask for help even if it is offered.

Astin's Theory on Student Involvement

Another theory that is often used to better understand why some students depart from college early while others persist in college is Astin's theory on student involvement. Astin (1993) suggests that there are five categories of involvement that affect student enjoyment in college. The first is the academic involvement of the student. This encompasses such things as time spent in the classroom, time spent working on class and homework, and other time spent engaged in activities that would be considered of an academic nature, such as honors courses, studying abroad and discussions. The second category is the involvement with the faculty, which includes the interactions both inside and outside of the classroom. It is important to understand that interactions outside of the classroom are, in many cases, just as important as the ones inside the classroom. There is a great positive affect on students when they interact with faculty outside of the classroom on a more personal level, helping to prepare for teaching or conducting research or simply having a discussion. The third category is that of peer involvement. This is the interaction between current friends and the development of new friendships. This category also includes engaging students in activities such as any clubs or sports. The fourth category is that of involvement in work. Working part-time and/or on-campus can have a positive affect on a student, while holding a full-time and/or off-campus job can have a negative effect. If a student has an off-campus job that is full-time there is a better chance that he/she might leave than if that job was either on-campus or was part-

time. The final category contains the other types of involvement that a student might have such as time spent watching television, exercising, or volunteering. Both volunteering and exercising in groups have a positive impact on students, while, activities that are done alone such as exercising alone or watching television may have a negative impact on the student's experience.

Often sophomore students suffer from a lack of involvement in the three main categories of academic, faculty, and peer involvement. Many sophomore students have yet to choose a major so they lack involvement in the academic area. The failure to choose a major also reduces the amount of faculty involvement that the students will have, because for many students, that involvement comes from the faculty within their major. Moreover, just because students are no longer freshmen does not mean that they have a well developed social network. In many cases, freshmen housing on campus is combined so most of their friends live just "down the hall" while at many college and universities, upper class housing is detached or spread around the campus. The net effect is that peer involvement declines during the sophomore year. These issues only add greater anxiety to a student group that is already under a great deal of stress.

Research Performed on Freshmen

The vast majority of research has studied the transitions freshmen students go through during the first year of college. Graunke and Woosley (2005) wrote that many studies have shown the importance of social integration, extracurricular involvement, and institutional commitment for first-year students. Freshmen students leave much of their social network and support structure behind as they assimilate into the new culture. Studies suggest that the more meaningful connections that a freshmen student makes, the

better adjusted the student is, and the more capable the student is to handle the stress of college (Enochs & Roland, 2006). Freshmen students are known to focus much of their attention on trying to adjust to the demands of college. These demands are not just in the classroom, but are also at social gatherings, in the clubs, and on the athletic field. The freshmen year for many students is like going to London and trying to cross the street. The streets look the same but when they step off the curb and look left and see no cars, they start to cross the street and a car almost hits them. The problem is that the automobiles are coming at them from the right. This is the same thing that happens to freshmen. They had classes, papers, and exams in high school, but these were different kinds of exams and papers. They come from the right and the students are blindsided (J. Chaskes, personal communication, November 3, 2006; Kidwell & Reising, 2005).

In response to these issues, many colleges and universities have installed programs such as freshmen seminars. Freshmen seminars focus on the transition between high school and college. The programs help the students with both social and academic transitions. Studies suggest that these type of student programs help to ease the transition between high school and college, and reduce the attrition of freshmen during the second and third semesters. The freshmen students that had been in such programs have a more favorable outcome in terms of academic ability, leadership, and writing skills (Brownstein, 2000). An institution's goals for these types of program are to instill higher levels of social and academic commitment to the institution. Both Tinto (1987) and Astin (1993) suggest that if a student has a higher level of commitment then the student's chances of success are higher. Freshmen students are the most studied group in college,

followed by seniors. The first and last years of college are the two most studied periods in college.

Research on Seniors

Research on the senior year ranks behind investigations focused on the first-year of college. Mohr, Eiche, and Sedlacek (1998) performed a study in which interviews were conducted with both returning seniors and non-returning seniors. The interviews, which averaged 10-15 minutes in length, were designed to determine the differences between those students that departed and those who chose to return for the senior year. The researchers discovered that the largest difference was the amount of institution alienation the students felt. "One non-returning student even told the researcher that he felt as if 'no one on campus cared about what happened to me academically'" (Mohr, Eiche, & Sedlacek, p. 349). The study also indicated that there was no real difference in the level of self-reported social interaction between the two groups. This contrasts significantly from what first-year students say is important to them. Freshman attrition and academic advising have no direct relationship, yet when the students are seniors, it is the major factor contributing to attrition. This suggests a problem in the current research in that students change the reasons they leave college and class level seems to be associated with the decision. Seventy-five percent of students that leave college leave in the first two years (McGrath & Braunstein, 1997). Throughout the 1990s, the attrition rates of freshmen has been dropping (College Freshmen Hang In-for a While, 2000). Research also suggests that like freshmen, seniors benefit from having a seminar class (Gardner & Van der Veer, 1998). The seminar that is suggested by Gardner and Van der Veer is different from the freshmen seminar. The "capstone course," as they refer to it,

focuses on several goals. The first is to provide some sense of closure, the second is to connect the classes that a student has taken in order to provide the big picture of what the student has learned in college and, the last main goal is to provide an avenue to help the student find the next step whether it is a job, graduate school, or some other form of further education.

The majority of students leave college during the first two years. With more colleges offering freshmen seminar programs, freshmen are leaving less often. However, students are still leaving during the first two years of college so logic would suggest that they are leaving in the second or sophomore year. To compound matters, the vast majority of research has been conducted on the first and last year of college. The problem is that there has been far less research performed on sophomore students, and they are one group of students that are most at-risk of leaving.

Research on Sophomores

The retention of sophomores and the sophomore experience are both areas that only in recent years have gained a beginning research base. Pattengale and Schreiner (2000), produced a monograph series on the sophomore experience which comprises a large portion of the research base. For many years, colleges and universities determined that the best way to solve the retention problems of the first two years was to ensure that the freshmen were well accustomed to the campus culture. This idea works but only to the extent that front loading which is done in the first year of college may only put off some of the attrition that would happen after the first year. The problem is that every student that enters college has a naive idea of what college really is about. During the first year of college, this romantic image is kept alive in many ways due to the amount of

support the freshmen students receive. When a student becomes a sophomore much of that support is no longer focused on them. This affect of front loading student support is evident in the research conducted by Pattengale and Schreiner (2000) in which 26 liberal arts colleges reported that sophomore attrition was a larger concern than freshmen attrition and in fact, sophomore attrition rates were higher then those of freshmen attrition rates. Researchers who study college students have known for many years that students are leaving college after or during the sophomore year and this phenomenon is often referred to as the sophomore slump.

The sophomore slump is much more than just the attrition that happens during and after the sophomore year. A study conducted in 1998 with 670 sophomore students at Pennsylvania State University, focused on identifying some of the common characteristics of the sophomore slump (Moore, 1998; Pattengale & Schreiner, 2000). The data were grouped into the three main categories of personal, academic/career, and instructional. When students responded in a personal manner, the responses were often about “burnout,” “sick of the same thing,” or “the excitement is over” (Moore, 1998; Pattengale & Schreiner, 2000). When responding in an academic or career manner the responses were different such as “don’t know which path to chose,” “not getting anywhere with my goals,” or “cumulative GPA drops” (Moore, 1998; Pattengale & Schreiner, 2000). When the students responded to institutional problems the responses ranged from, “kind of invisible,” and “a dead zone,” to “not the youngest so not getting the attention but also not the oldest so not given the opportunities” (Moore, 1998; Pattengale & Schreiner, 2000 p. vi). Two of the responses that best describe what the

sophomore slump is about are, “don’t know what path to choose,” and “not the youngest so not getting the attention but also not the oldest so not given the opportunities.”

Pattengale and Schreiner (2000) also conducted a study where faculty and student affairs professionals were asked two main questions about their sophomore students; why do some sophomore students leave while others stay, and what are the major issues, needs, and/or tasks of sophomores? The responses to both questions were divided into three categories: academic, developmental, and institutional. The academic responses for the first question of why some students leave while others stay focused on two main areas, the academic majors and course difficulty. The fact is that some students leave because they can not find the right major, or they select a major but are not accepted into the major. The other problem is that in many cases, the sophomore year is a time in which students find the level of work and expectations are much higher, and some sophomores have trouble dealing with the increased work load with less support than the year before (Pattengale & Schreiner, 2000). The responses in the developmental category were either internal personal factors or external factors. The internal factors are things such as partying too hard or lack of motivation; the external factors range from family or marriage to working full time to making more money. The third category has two main factors: money and institutional commitment. Money is a problem for some students who can not afford to continue at a certain college. The lack of institutional commitment is a problem when students leave because there is simply no “academic fit” or the students do not feel connected to the campus.

The second question that the faculty and professionals were asked was what are some of the major issues, needs and /or tasks of sophomores (Pattengale & Schreiner,

2000). Academically the sophomore students face a few major problems; the first of which is dealing with a curriculum that is intensified. In fact, many professors view courses that sophomores typically take as “weeding-out” courses, that is, they look for the best of the best for their majors. While sophomores are trying to choose a major there is also a large amount of competition for a slot in those majors (Pattengale & Schreiner, 2000). The developmental issues and needs that arise during the sophomore year on top of the intensified curriculum are numerous. The first major issue that many sophomores face is an identity crisis of whom they are and why they are attending college. Moreover, sophomores are also expected to be more responsible than the year before, yet they are provided with less support. Any of the needs of the first year student that were not met during the first year also have to be faced again, but now with less support.

Institutionally, many of the professionals feel that the students still need to feel involved and many do not. The institution is also applying pressure for the student to choose a major.

The second year of college is a time in which many sophomores begin to focus on career goals and personal goals. Many sophomore students state that “confirming their major selection or deciding on an appropriate career was their biggest personal problem” (Graunke & Woosley, 2005 p. 368). This is a serious problem because the students are asking for help in advising and career counseling at the same time many of the problems they encountered as freshmen are now gone. And yet, there is little support for sophomore students. Orndonff and Herr (1996) found that students choose their majors with little knowledge of career choices that are available in a major or many choose without knowing much about the requirements of the major itself. Gardner (2000), found

that sophomores, as a class, spent the least amount of time with faculty outside of the classroom, with only 48%, of sophomore students even seeing faculty for advising. Moreover, Gardner (2000) found that sophomores were also the least likely to participate in class discussions and were less likely to talk about academics outside of class. Sophomores were also more likely than any other class to consume alcohol with 60% reporting consumption levels “fairly often to constantly” (Gardner, 2000). Thus, not only are sophomores concerned about choosing a major and a career, they are the least likely to get advising assistance or talk to faculty, and they even have problems speaking about the issues to peers. In addition, they are spending more time partying than any other college group.

Summary of the Literature Review

The goal of higher education should be to educate students. In order to educate these students, a college or university must first determine how to best keep the students enrolled. Research suggests that students are most likely to leave the institutions during the first two years of the college experience. In response, many institutions have implemented first-year experience programs designed to help retain freshmen students. These programs were designed using the vast amount of research on first-year students. Studies have determined that first-years students need to feel incorporated into the campus environment. The studies suggest that for freshmen, the social aspect of college is very important.

The second most researched group of students is seniors. The research suggests that seniors who leave are not different than those that stay in the social aspect of college, but the deciding factor is whether the students feel that the faculty cares about them

personally. At some point in a student's college career, needs and wants change. The question is when do the changes happen and what other changes happen? Until relatively recently, few studies have looked closely at sophomore students as a distinct class and not just as an afterthought of papers written on freshmen.

Some student development theories have been used to better understand the sophomore student. Tinto's departure theory is often used as the base for the retention of the college years, including sophomores. Chickering's development theory offers a way to look at the development of a college student. Of Chickering's seven vectors, four have a strong impact on the experience of most sophomores—developing competence, developing autonomy, establishing identity, and developing purpose. Astin's theory of student involvement is often used to determine what affect the involvement in specific areas of a student's college experience has on students. These theories can be used to better understand all college students including sophomores.

The limited research that has focused on sophomores suggests that they feel academic and career advising is very important. Many sophomores have yet to decide on a major or career and therefore need the resources of academic and career advising. The major problem is that in many cases, because they have not selected a major, they have a random advisor that may not be able to help the student determine what major is right for them. Thus, the students just pick a major because of institutional and family pressures and many make poor selections. Moreover sophomore students are also the least likely to speak about these topic to faculty, staff, family or even peers. When compared to the knowledge and research based on the other academic classes, relatively little research has been done on the sophomore experience. This is especially true at Rowan University,

where no research has been done on the sophomore experience. The knowledge gap exists since no study has been conducted studying sophomore students at Rowan University and the professionals that serve them.

CHAPTER THREE

METHODOLOGY

Context of the Study

The study was performed on the campus of Rowan University in Glassboro, New Jersey. Glassboro is located in southern New Jersey and is a mixture of suburban and rural settings. Glassboro is 20 minutes from Philadelphia and 45 minutes from Atlantic City. Rowan's campus itself is located primarily in a residential setting with some retail opportunities within a 15 minute walk (Rowan University Facts Sheet 2006-2007, Retrieved February 27, 2007).

Rowan University is a medium sized public state university. It has about 10,000 students who come primarily from the northeast and a small number of international students. Rowan is a liberal arts institution with over 42 undergraduate majors and graduate level courses in six colleges: Business, Communication, Education, Engineering, Fine and Performing Arts, and Liberal Arts and Sciences (Rowan University Facts Sheet 2006-2007, Retrieved February 27, 2007). Rowan University also has a graduate school and seeks to create a learning community where students and faculty collaborate through integrated teaching, research, and scholarship.

Rowan University has sponsored a first-year student program since the late 1990s. The first-year program is offered as a seminar. The seminars are incorporated in some of the core first-year academic programs. The seminar is meant to teach the first-year

students some of the basic skills that are needed for a success in college (J. Chaskes, personal communication, November 3, 2006). All freshmen students that live further than 40 miles from campus are required to live on campus for one year. While on campus, most first-year students are housed together in one of five resident halls. (Rowan University Residence Life and University Housing, retrieved February, 27 2007). In the halls, student affairs professionals are required to perform programs that benefit the students. The campus has formed five learning communities to date and is looking to form others. In response to the knowledge base, one of these learning communities is becoming a two-year learning community. Also, Rowan University has recently organized a task force to develop programming for sophomore students.

Population and Sample Selection

The population consisted of all full time students attending Rowan University during the spring 2007 semester that were listed as sophomores or juniors by the Rowan University Registrar's Office. The total number of students that were asked to participate in the study was 3418.

Instrumentation

The instrument used in this study consisted of a self designed survey (Appendix C) based upon a review of existing student development literature. The *Student Satisfaction Inventory* (SSI) was used by Juillerat (2000) to study over 19,000 students at Pennsylvania State University on the sophomore slump (<http://www.noellewitz.com>). The SSI and the self-designed instrument are formatted similarly; respondents are asked to indicate both their level of satisfaction and level of importance for each statement.

The content of the instrument was based primarily on Astin's theory of student involvement and Chickering's Seven Vectors of student development. The areas covered by the instrument regarding student involvement were peer involvement, academic involvement, involvement with faculty, involvement with work, and other types of involvement. The content regarding Chickering's seven vectors were factors including personal goals, development of purpose, academic and personal advising, and challenging personal views.

The instrument consisted of three sections: demographics, university services, and the above mentioned factors. The demographic section included academic majors, sex, and number of credits, marital status, place of residence, and work status. The second section was an evaluation of the availability and quality of services provided by the university such as, Registrar's Office, Bursar's Office and the Office of Residential Life. This section contained 10 services to be evaluated on both availability of service and quality of the service. Each participating student indicated both the level of importance and the level of satisfaction which totaled a response to 40 items in this section. The third section of the instrument contained items that were drawn from both Astin's and Chickering's research such as the ability to easily register for classes, did Rowan University challenge views on racial and ethnic diversity, and did Rowan help the student make progress towards personal goals. The third section contained 41 items; participating students indicated personal level of satisfaction and importance. The instrument contained a total of 132 items. The second and third sections of the instrument consisted of two five point Likert scales with statements to guide the subject. The first part used a five point scale asking subjects to address the issues of satisfaction.

This scale ranged from 1, being “Highly Unsatisfied,” to a 5 for being “Highly Satisfied.” A second five point scale was used to measure the importance of each factor. For this scale, a 1 represented “Unimportant” and a 5 represented “Extremely Important.” Both scales were designed to determine the level of satisfaction and importance each subject had with the sophomore experience at Rowan University.

To determine construct validity, the instrument was reviewed by two experts familiar with student development theory. A pilot test was run with a small sample of sophomores to check for face validity, length, format, and overall readability of the instrument. Suggestions were incorporated in the final survey. To determine reliability, statistics were run resulting in a Guttman Split-Half Coefficient with an r value of 0.670 and a Cronbach’s Alpha of 0.936 and 0.892 for the second and third sections dealing with college services and relevant student development theory.

Once the instrument was finalized, it was converted to an online survey using the online service Survey Monkey[®]. The format of the survey was changed from having the two scales next to each other to having the issue of importance and satisfaction as separate items on the same screen. This was done to eliminate electronic formatting problems. The subjects were then asked to take the survey online.

Data Collection

Following approval from the Institutional Review Board of Rowan University (Appendix A), a letter was drafted and sent via email for all subjects. The letter was sent to the students by the Interim Vice President of Student Affairs at Rowan University. If the subject chose to take part in the study, the first question of the online survey acted as a consent form (Appendix B). If the subject chose to continue then it was understood that

consent was given to participate in the study. Emails were sent several times during the spring semester as a reminder for the targeted students to complete the survey. Subjects were notified that all data would be kept confidential and that the data would be used to improve the college experience for other Rowan University students.

Data Analysis

Demographic information and the Likert scale items for satisfaction and importance were analyzed using the Statistical Package for the Social Sciences (SPSS) computer software program. SPSS descriptive statistics provided the frequency, percentage, mean, and standard deviation calculations for all demographic, satisfaction, and importance items. A Pearson product moment correlation was calculated using SPSS to determine if there were any significant relationships between the demographic variables of sex, place of residence, number of credit hours completed and employment, and the satisfaction and importance items.

CHAPTER FOUR

FINDINGS

Profile of the Sample

The participants of this study consisted of all sophomore or juniors as defined by the number of credits earned at Rowan University. The average number of credits the participants had were 61.75 credits (*SD* 20.232). There were 3418 students eligible to participate in the survey; a total of 574 students responded for a return rate of 16.8%. The majority of the students that responded were full-time students, 94.4% (501). As for being employed while in school, 60.3% (321) of the students were employed with the mean hours worked per week being 17.54 (*SD* 11.78). The mean age of the participants was 21.45. Moreover, 5.3% (28) of students indicated that they were married, and 5.8% (31) of the participants indicated that they have children.

Table 4.1 indicates that 187 (35.2%) of the participants were male and the other 345 (64.8%) of the participants were female.

Table 4.1

<i>Sex</i>		
n=532, SD=0.478, M=1.65		
Sex	Frequency	%
Male	187	35.2
Female	345	64.8
Total	532	100

Table 4.2 provides information about the subjects major. The majors are broken down by colleges. The two colleges with the highest number of students with a major were the College of Liberal Arts and Sciences with 166 (31.1%) students and the College of Education with 156 (29.2%) students. The college with the least number of students enrolled was the College of Fine and Performing Arts with 29 (5.4%) participating in the study.

Table 4.2

Major by College

n=534, SD=1.832, M=3.76		
College	Frequency	%
Business	61	11.4
Communications	81	15.2
Education	156	29.2
Engineering	31	5.8
Fine and Performing Arts	29	5.4
Liberal Arts and Sciences	166	31.1
Undecided	10	1.9
Total	534	100

Table 4.3 depicts the locations where students lived. A total of 269 (52.1%) reported living on campus while 91 (17.6%) students reported living off campus with other students. The remaining 156 (30.2%) of the students reported living off campus with their parents.

Table 4.3

Place of Students Residence

n=516, SD=0.882, M=1.78		
Location of Residence	Frequency	%
On Campus	269	52.1
Off Campus with other students	91	17.6
Off Campus with parents	156	30.2
Total	516	100

Research Questions

Research Question 1: What do selected sophomore and junior students who were asked to reflect on their sophomore year report as the level of satisfaction with their college experience at Rowan University?

Table 4.4 provides information for the selected items with the highest combined percentage of participation, marked either satisfied or highly satisfied in each of the categories. Due to the large number of items, the complete data set is located in Appendix D. The highest referred to item was dealing with challenging the view of a student on the issue of racial and ethnic diversity. A total of 98.5% (*SD* 1.094) of the subjects responded either highly satisfied or satisfied. The issue of campus safety during the day also ranked highly with a 91% (*SD* 0.715) combined percentage. One of the selected items students are most satisfied with was “Rowan University helps me work towards my personal goals” with a combined percentage for both highly satisfied and satisfied of 87.9% (*SD* 0.894). The rest of the top items for the groups factors had combined scores at least 10 percentage points lower. Two hundred and eighty students, 77.8% (*SD* 0.891), responded either being satisfied or higher to the item referring to their ability to meet with faculty outside of the classroom. The next lowest item also involving faculty was the issue of the ability to form relationships with faculty with, 77.7% (*SD* 0.971) reporting at least being satisfied. The Registrar’s Office was involved in two of the three lowest scores: quality of service and availability, with combined percentages of 75.7% (*SD* 0.926) and 71.7% (*SD* 0.959), respectively.

Table 4.5 provides information for selected items with the highest combined percentage for unsatisfied and highly unsatisfied. There are two offices that had the

highest percentage of dissatisfaction: Rowan Public Safety and the University Book store. Rowan Public Safety had two items that ranked as the highest and fourth highest in terms of combined percentages of highly unsatisfied and unsatisfied. The item relating to campus safety during the late night hours had a combined percentage of 27.4% (*SD* 1.662) of students which were most unsatisfied. Public Safety also had a relatively high percentage of unsatisfied or highly unsatisfied students with respect to the item referring to being able to form a rewarding relationship with public safety where the combined score was 14.7% (*SD* 1.657). The University Bookstore's two items rank in between the public safety's items, with combined percentages of 16.6% (*SD* 1.112) and 14.8% (*SD* 1.090) for their availability and quality of service respectively. There is one item, Rowan University's ability to help student work toward their career goals, that had only a small percentage of students who reported being either unsatisfied and highly unsatisfied with a combined percentage of 6.6% (*SD* 0.894).

Table 4.6 provides information on the level of satisfaction with academic factors. The students seemed to be most satisfied with their ability to gain acceptance in the major of personal choice with 88% (*SD* 0.859) of the students responding that they were at least satisfied. The second highest level of satisfaction was with student's ability to find a major of choice with 25.3% indicating they were satisfied and 62.7% indicating they were highly satisfied for a combined percentage of 85% (*SD* 0.880). One other item that rated highly in combined percentage was the item referring to the knowledge of the academic advisor where 68.6% (*SD* 1.286) of the participants responded with being satisfied or highly satisfied. There were, however, some issues that students indicated as being unsatisfied or even highly unsatisfied. A total of 44.8% (*SD* 1.242) of the students

were either unsatisfied or highly unsatisfied with availability of classes when needed, with 13.8% of the students responding they were highly unsatisfied. Students also felt dissatisfied with the ability to register for classes with minimal problems with 31.8% (*SD* 1.266) responding either highly unsatisfied or unsatisfied. The ability to enroll in classes within their major was another item that students were dissatisfied with a combined percentage of 27.3% (*SD* 1.274) either being unsatisfied or highly unsatisfied.

Table 4.4

*Items Ranked as Highly Satisfied**HU=Highly Unsatisfied, US=Unsatisfied, N=Neutral, S=Satisfied, HS=Highly Satisfied, N/A=Not Applicable*

Item	HU		US		N		S		HS		N/A	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Availability of the Registrar's Office n=477, SD= 0.959, M= 3.90	13	2.3	23	4.8	93	19.8	225	47.2	117	24.5	6	1.3
Quality of the Registrar's Office's services n=399, SD=0.926, M=3.99	9	2.3	15	3.8	66	16.5	196	49.1	106	26.6	7	1.8
Ability to form rewarding relationships with a faculty member n=391, SD=0.971, M=4.14	8	2.0	17	4.3	53	13.6	158	40.4	146	37.3	9	2.3
Campus Safety during the day (6am-6pm) n=369, SD=0.715, M=4.47	3	0.8	0	0.0	25	6.8	137	37.1	199	53.9	5	1.4
Able to meet with faculty outside of the classroom n=360, SD=0.891, M=4.09	4	1.1	14	3.9	50	13.9	182	50.6	98	27.2	12	3.3
Racial and Ethnic Diversity n=345, SD=1.094, M=3.69	10	2.9	26	7.5	119	34.5	115	33.3	56	65.2	19	5.5
Student has close friends at Rowan n=345, SD=1.107, M=4.14	10	2.9	23	6.6	50	14.4	104	29.9	148	42.5	13	3.7

Table 4.5

*Items Ranked as Highly Unsatisfied**HU=Highly Unsatisfied, US=Unsatisfied, N=Neutral, S=Satisfied, HS=Highly Satisfied, N/A=Not Applicable*

Item	HU		US		N		S		HS		N/A	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Campus safety during the late night (12am-6am) n=369, SD=1.662, M=3.74	35	9.5	66	17.9	71	19.2	73	19.8	35	9.5	89	24.1
The availability of the University Bookstore n=476, SD=1.112, M=3.68	22	4.6	57	12.0	84	17.6	208	43.7	98	20.6	7	1.5
The quality of service at the University Bookstore n=399, SD=1.090, M=3.78	12	3.0	47	11.8	67	16.8	174	43.6	89	22.3	10	2.5
The student ability to form rewarding relationships with a member of Rowan Public Safety n=388, SD=1.657, M=4.35	23	5.9	34	8.8	85	21.9	51	13.1	33	8.5	162	41.8
Rowan helps to change their views on racial and ethnic diversity n=345, SD=1.094, M=3.69	10	2.9	26	7.5	119	34.5	115	33.3	56	65.2	19	5.5
Students involvement in intercollegiate sports teams n=347, SD=1.541, M=5.05	15	4.3	18	5.2	43	12.4	16	4.6	23	6.6	232	66.9
Student feels valued when dealing with faculty n=357, SD=1.023, M=3.82	13	3.6	17	4.8	89	24.9	146	40.9	86	24.1	6	1.7
Rowan help me work towards my career goals n=346, SD=0.894, M=4.16	6	1.7	17	4.9	27	7.8	164	47.4	131	37.9	1	0.3

Table 4.6

*Satisfaction Ranking of Academic Factors**HU=Highly Unsatisfied, US=Unsatisfied, N=Neutral, S=Satisfied, HS=Highly Satisfied, N/A=Not Applicable*

Item	HU		US		N		S		HS		N/A	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
My academic advisors is knowledgeable n=386, SD=1.286, M=4.02	27	7.0	29	7.5	45	11.7	112	29.0	153	39.6	20	5.2
My academic advisor is available n=386, SD=1.326, M=3.85	33	8.5	32	8.3	60	15.5	114	29.5	129	33.4	18	4.7
My academic advisor knows my name n=386, SD=1.431, M=3.73	42	10.9	36	9.3	77	19.9	85	22.0	122	31.6	24	6.2
My academic advisor helps me choose a major/concentration n=383, SD=1.485, M=4.09	29	7.6	30	7.8	68	17.8	78	20.4	105	27.4	73	19.1
My academic advisor gives me some career advisement n=386, SD=1.494, M=3.84	32	8.3	40	10.4	89	23.1	85	22.0	76	19.7	64	16.6
My academic advisor helps me set life goal n=385, SD=1.614, M=3.77	41	10.6	44	11.4	99	25.7	56	14.5	68	17.7	77	20.0
I can enroll in classes within major n=378, SD=1.274, M=3.39	38	10.1	65	17.2	65	17.2	134	35.4	73	19.3	3	0.8
Classes are available when I need them n=378, SD=1.242, M=2.88	52	13.8	117	31.0	77	20.4	92	24.3	38	10.1	2	0.5
I can enroll in classes outside of major n=377, SD=1.262, M=3.56	23	6.1	56	14.9	86	22.8	140	37.1	44	11.7	28	7.4
I can register for the classes with few problems n=377, SD=1.266, M=3.23	39	10.3	81	21.5	77	20.4	118	31.3	58	15.4	4	1.1
I am able to gain acceptance in the major of choice n=375, SD=0.859, M=4.50	4	1.1	13	3.5	22	5.9	95	25.3	235	62.7	6	1.6
I am able to find the major of choice n=373, SD=0.880, M=4.45	2	0.5	16	4.3	31	8.3	95	25.5	222	59.5	7	1.9

Research Question 2: What do participating students report as being most important regarding their college experience at Rowan University?

Table 4.7 provides information on items that had the highest combined percentage for what the participants rated as either somewhat important or highly important. For a more complete description of the data, see Appendix D. The items that refer to personal, career and academic goals have the highest combined percentage of extremely important and somewhat important. The item pertaining to career goals had 99.1% (*SD* 0.394) of the sample indicating that it was at least somewhat important for Rowan University to help the students toward their career goals. Similarly, the other two items about goals, personal and academic, had a combined score of 98.9% (*SD* 0.375, *SD* 0.399) respectively. The ability to meet faculty outside of the classroom was also found to have a high combined percentage of 93.1% (*SD* 0.677) who indicated that it was at least somewhat important. Also, the statement focusing on the safety of the campus between the hours of 6pm and 12am received high rankings, with 93.0% (*SD* 0.627) indicating that it was at least somewhat important. Conversely, the item referring to Rowan's campus challenging personal views of racial and ethnic diversity only had a combined percentage of 58.1% (*SD* 1.266) indicating either somewhat important or extremely important.

Table 4.8 provides data from items that were ranked as having low importance. The ability to build a relationship with a Greek life advisor was reported as being unimportant or somewhat important by 26.7% (*SD* 1.978) of the subjects. The importance of being involved as an active member of an intercollegiate sport team was also seen as being less important with 22.2% (*SD* 1.760) responding either unimportant

or somewhat unimportant. With respect to the Rowan campus environment challenging views of feminist issues, 16.2% (*SD* 1.320) of the sample indicated that they thought it was either unimportant or somewhat unimportant.

Table 4.9 provides information on the importance of selected college factors as reported by the subjects. The highest rated item was “I can enroll in classes within my major” which had a combined percentage of 98.4% (*SD* 0.359) indicating extremely importance or somewhat important. Two items had the same combined importance percentage of importance at 97.1%, “Classes are available when I need them” (*SD* 0.451) and “I can register for classes with few problems” (*SD* 0.441). The two items that had lowest combined rankings referred to an academic advisor helping a student choose a major and an academic advisor providing help in setting life goals with combined percentages of 79.6% (*SD* 1.047) and 74.3% (*SD* 1.046) indicating either somewhat important or extremely important respectively.

Table 4.7

*Items Ranked as Having High Importance**UI=Unimportant, SU=Somewhat Unimportant, N=Neutral, SI=Somewhat Important, EI=Extremely Important, N/A=Not Applicable*

Item	UI		SU		N		SI		EI		N/A	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Career Goals n=346, SD=0.394, M=4.88	1	0.3	0	0.0	2	0.6	35	10.1	308	89.0	0	0.0
Personal Goals* n=346, SD=0.375, M=4.86	0	0.0	0	0.0	4	1.2	39	11.3	303	87.6	0	0.0
Academic Goals* n=345, SD=0.399, M=4.88	1	0.3	0	0.0	3	0.9	32	9.3	309	89.6	0	0.0
Able to meet with faculty outside of the classroom n=360, SD=0.677, M=4.60	2	0.6	2	0.6	17	4.7	101	28.1	234	65.0	4	1.1
Safety of campus during the night (6pm- 12am) n=368, SD=0.627, M=4.84	3	0.8	3	0.8	5	1.4	44	12.0	298	81.0	15	4.1
A Faculty Member n=390, SD=0.731, M=4.56	2	0.5	4	1.0	25	6.4	102	26.2	255	65.4	2	0.5
Registrar's Office n=474, SD=0.744, M=4.47	4	0.8	4	0.8	35	7.4	155	32.7	275	58.0	1	0.2
Registrar's Office n=394, SD=0.710, M=4.54	1	0.3	2	0.5	36	9.1	101	25.6	252	64.0	2	0.5
Student has close friends at Rowan n=347, SD=4.54, M=0.880	7	2.0	8	2.3	19	5.5	76	21.9	231	66.6	6	1.7
Racial and Ethnic Diversity n=346 SD=1.266, M=3.78	31	9.0	12	3.5	90	26.0	93	26.6	109	31.5	11	3.2

Note. *Indicates both items have the same combined score of 98.1% and few negative responses therefore both were included

Table 4.8

*Items Ranked as Having Low Importance**UI=Unimportant, SU=Somewhat Unimportant, N=Neutral, SI=Somewhat Important, EI=Extremely Important, N/A=Not Applicable*

Items	UI		SU		N		SI		EI		N/A	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
A Greek Life Advisor n=390, SD=1.978, M=3.91	87	22.3	17	4.4	66	16.9	35	9.0	44	11.3	141	36.2
Intercollegiate Sports Teams n=347, SD=1.760, M=3.95	52	15.0	25	7.2	61	17.6	59	17.0	52	15.0	98	28.2
Feminist Issues n=343, SD=1.320, M=3.54	38	11.0	18	5.2	117	33.9	77	22.3	80	23.2	15	4.3
Able to discuss non-academic issues with faculty n=359, SD=1.156, M=4.09	13	3.6	27	7.5	54	15.0	99	27.6	154	42.9	12	3.3
The EOF/MAP office n=391, SD=1.461, M=4.70	16	4.1	8	2.0	80	20.5	46	11.8	66	16.9	175	44.8
The Office of Career and Academic Planning n=470, SD=1.167, M=4.36	16	3.4	8	1.7	78	16.6	123	26.2	178	37.9	67	14.3
Safety of Campus during the day (6am-6pm) n=368, SD=0.745, M=4.70	5	1.4	5	1.4	15	4.1	50	13.6	290	78.8	3	0.8

Table 4.9

*Importance Ranking of Academic Factors**UI=Unimportant, SU=Somewhat Unimportant, N=Neutral, SI=Somewhat Important, EI=Extremely Important, N/A=Not Applicable*

Item	UI		SU		N		SI		EI		N/A	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
My academic advisor is knowledgeable n=386, SD=0.444, M=4.88	1	0.3	0	0.0	6	1.6	37	9.6	337	87.3	5	1.3
My academic advisor is available n=386, SD=0.482, M=4.83	1	0.3	0	0.0	7	1.8	51	13.2	322	83.4	5	1.3
My academic advisor knows my name n=386, SD=0.789, M=4.46	2	0.5	4	1.0	42	10.9	112	29.0	220	57.0	26	1.6
My academic advisor helps me choose a major/concentration n=384, SD=1.047, M= 4.53	14	3.6	6	1.6	34	8.9	66	17.2	238	62.0	26	6.8
My academic advisor gives me some career advisement n=384, SD=0.903, M=4.53	5	1.3	8	2.1	35	9.1	88	22.8	230	59.6	20	5.2
My academic advisor helps me set life goal n=385, SD=1.046, M=4.32	9	2.3	12	3.1	59	15.4	92	24.0	193	50.3	19	4.9
I can enroll in classes within my major n=378, SD=0.359, M=4.94	1	0.3	1	0.3	3	0.8	12	3.2	360	95.2	1	0.3
Classes are available when I need them n=378, SD=0.451, M=4.94	2	0.5	1	0.3	4	1.1	23	6.1	347	91.8	1	0.3
I can enroll in classes outside of major n=377, SD=0.796, M=4.53	2	0.5	6	1.6	32	8.5	99	26.3	228	60.5	10	2.7
I can register for the classes with few problems n=378, SD=0.441, M=4.88	1	0.3	1	0.3	4	1.1	35	9.3	334	88.4	3	0.8
I am able to gain acceptance in the major of choice n=375, SD=0.350, M=4.93	0	0.0	0	0.0	6	1.6	20	5.3	345	92.0	4	1.1
I am able to find my major of choice n=372, SD=0.370, M=4.92	0	0.0	0	0.0	7	1.9	20	5.4	340	91.4	5	1.3

Research Question 3: Is there a significant relationship between the demographic variables of the sex, number of credits, work experience, and place of residency and the reported levels of satisfaction and importance of the college experience at Rowan University?

A Pearson product moment correlation was calculated to determine if there were any significant relationships between the four demographic variables of sex, place of residence, number of credits, and work experience and the items referring to levels of satisfaction and importance. There were 136 significant relationships and most were very weak correlations so only those items with a correlation of ± 0.24 or higher are reported in this chapter; a complete list of significant correlations is located in Appendix E.

Table 4.10 provides information regarding the relationship between selected satisfaction items and place of residence. There is a moderately strong positive correlation between place of residence and the item referring to the level of satisfaction with the service of the residence life staff in the halls ($r = 0.544, p = 0.00$) at a $p < 0.01$ level. There is a moderately strong positive correlation between place of residence and the item referring to level of satisfaction with regards to service provided by the residence life staff in Savits Hall ($r = 0.532, p = 0.00$) at a $p < 0.01$ level. This is a moderately strong correlation between place of residence and the item referring to the level of satisfaction and the availability of the residence life staff in the hall ($r = 0.512, p = 0.00$) at a $p < 0.01$ level. Results showed a moderate positive correlation exists between place of residence and the item referring to the level of satisfaction with regards to the availability of residence life staff in Savits Hall ($r = 0.405, p = 0.00$) at a $p < 0.01$ level. There is a weak positive correlation between place of residence and the item referring to

the level of satisfaction with regards to having a rewarding relationship with a member of the public safety staff ($r = 0.272, p = 0.00$) at a $p < 0.01$ level.

Table 4.10

<i>Correlation Between Selected Items of Satisfaction and Place of Residence</i>		
<i>Variables</i>	<i>r coefficient</i>	<i>p-level</i>
Satisfaction/ service of Residence Life Staff (In Hall)	0.544**	0.00
Satisfaction /service of Residence Life Staff (In Savits)	0.532**	0.00
Satisfaction /availability of Residence Life Staff (In Hall)	0.512**	0.00
Satisfaction /availability of Residence Life Staff (In Savits)	0.508**	0.00
Satisfaction/ Campus Safety during the late night (12am-6am)	0.405**	0.00
Satisfaction/ with rewarding relationship with Rowan Public Safety Member.	0.272**	0.00
**Correlation is significant at the 0.01 level (2-tailed) for all items		

Table 4.11 provides information on the relationship between selected items of importance and place of residence. There is a moderate positive correlation between place of residence and the item referring to the importance of the quality of service provided by the residence life staff in the halls ($r = 0.310, p = 0.00$) at a $p < 0.01$ level. Results showed a weak positive correlation exists between place of residence and the item referring to the importance of the quality of service of the residence life staff in Savits Hall ($r = 0.296, p = 0.00$) at a $p < 0.01$ level. There is a weak positive correlation between place of residence and importance of the availability of residence life staff in the halls ($r = 0.266, p = 0.00$) at a $p < 0.01$ level. There is a weak positive correlation between the place of residence and the importance of the availability of the residence life staff in Savits Hall ($r = 0.250, p = 0.00$) at a $p < 0.01$ level.

Table 4.11

<i>Correlation Between Selected Items of Importance and Place of Residence</i>		
Variables	<i>r coefficient</i>	<i>p-level</i>
Importance /service of Residence Life Staff (In Hall)	0.310**	0.00
Importance /service of Residence Life Staff (In Savits)	0.296**	0.00
Importance /availability of Residence Life Staff (In Hall)	0.266**	0.00
Importance /availability of Residence Life Staff (In Savits)	0.250**	0.00
**Correlation is significant at the 0.01 level (2-tailed) for all items		

Table 4.12 provides information on the relationship between selected items of importance and sex. There is a weak positive correlation between sex and the importance of campus safety during the day ($r = 0.264$, $p = 0.00$) at a $p < 0.01$ level. Results showed that a weak positive correlation existed between sex and the importance of the campus safety during the late night ($r = 0.249$, $p = 0.00$) at a $p < 0.01$ level.

Table 4.12

<i>Correlation Between Selected Items of Importance and Sex</i>		
Variables	<i>r coefficient</i>	<i>p-level</i>
Importance/ Campus Safety during the day (6am-6pm)	0.264**	0.00
Importance/ Campus Safety during the late night (12am-6am)	0.249**	0.00
**Correlation is significant at the 0.01 level (2-tailed) for all items		

CHAPTER FIVE

SUMMARY, DISCUSSION, CONCLUSIONS, AND RECOMMENDATIONS

Summary of the Study

The academic careers of students during college reflect periods of transition. Many institutions have sponsored research on the transitions during the freshmen year and a few have investigated the senior year. Examining the sophomore year is a recent phenomenon. In this study, an instrument was developed to investigate and better understand the sophomore experience at Rowan University.

Purpose of the Study

The purpose of the study was to develop and pilot test an instrument to better understand the sophomore experience at Rowan University. The study also investigated the importance and level of satisfaction of factors that contribute to the sophomore experience. Particular interest was paid to identifying those factors under control of the university, so that improvements could be made in order to better serve sophomore students

Methodology

To investigate the sophomore experience, a pilot instrument was developed and tested, using the on-line survey tool by Survey Monkey[®]. The instrument (Appendix C) consisted of three sections: the first asked a series of demographic questions. The second section contained items that asked the participating students to indicate their level of satisfaction and importance regarding the quality and availability of services provided by

the university. The third section contained items that were consistent with student development literature. Astin's theory of student involvement and Chickering's theory on student development was used to produce items for the third section of the instrument. In order to insure that all regulations were followed the instrument was reviewed and approved by the Institutional Review Board (Appendix A).

The survey was placed on-line and three emails were sent out to all Rowan University sophomores and juniors during the spring 2007 semester. The juniors were asked to reflect on their sophomore year and respond in that manner. A total of 3418 students were asked to participate with 574 completing the instrument for a response rate of 16.8%.

Data Analysis

The data were analyzed using the Statistical Package for the Social Sciences (SPSS) computer software program. Descriptive statistics were calculated including frequency, percentage, mean, and standard deviations for each survey item.

A Pearson product moment correlation was run to determine if there were any relationships between the four demographic factors of sex, place of residence, number of credit hours achieved and if the student work while attending school and the survey items pertaining satisfaction and importance.

Discussion of the Findings

Research Question 1: What do selected sophomore and junior students who were asked to reflect on their sophomore year report as the level of satisfaction with their college experience at Rowan University?

After examining the responses of the students on the level of satisfaction to the selected factors, several patterns emerged. The first is that the students who participated in the study appeared to be satisfied with their experience at Rowan University. However, given the survey response rate of 16.8%, these students could be the most satisfied group at Rowan.

Most of the survey items had more than half of the students responding that they were at least satisfied with their collegiate experience. Yet, there are some areas that stood out in yielding either high levels of satisfaction or low levels of satisfaction.

Students reported to be highly satisfied with Rowan's ability to help them work towards personal, career, and academic goals. This is important because Chickering (1993) and Biovin, Fountain, and Baylis (2000) state that developing purpose is one of the key vectors for sophomore students to work through. Moreover, Tinto (1987) suggests that working towards goals and outcomes increases student institutional commitment and retention.

Another area that stood out was the level of satisfaction regarding the academic issues of class availability and registering for classes. Students responded that they were unsatisfied with the availability of classes when needed as this item had the lowest level of satisfaction. Students come to college to graduate and if they can not enroll in a needed class then this presents a serious problem. Many students may decide to leave

Rowan University if this problem is not resolved. Moreover, the students also indicated a low level of satisfaction in their ability to register for classes. The data indicates that the participating student are experiencing a low level of what Tinto terms academic integration. The consequence, according to Tinto, is that a low level of academic integration can lead to low institutional commitment and high levels of departure. Thus, the data suggest a double-barreled problem exists because not only is it difficult to get into classes at Rowan University it is also difficult to register for classes.

Further, the participating students reported lower levels of satisfaction with the academic advisors and personal help with career goals. According to Pattengale and Schreiner (2000), sophomores are beginning to make career choices and think about the future. The data suggest that some students are happy while others feel lost, which is consistent with the literature on the sophomore experience. Perry (1970) and Boivin, Fountain, and Baylis (2000), suggest that sophomore students are transitioning from the basic dualism stage to the later stage of multiplicity. This may account for some of the dissatisfaction because advisors might be advising all sophomore students in the same way when they need to be addressed in many different ways because of this transition. Some students report feeling lost and expressed dissatisfaction about their college experience while other students appeared to have made academic, career, and adjustment decisions and therefore report higher levels of satisfaction.

Research Question 2: What do participating students report as being most important regarding their college experience at Rowan University?

Gauging what students believe are important to their collegiate experience is critical if institutions are interested in serving students well. The findings from this study confirmed what the student development literature says that sophomore students find important (Pattengale & Schreiner, 2000; Chickering, 1993; Tinto, 1987; Astin, 1993; Moore, 1998; Graunke & Woosley, 2005; Orndorff & Herr, 2000; Gardner, 2000).

Academic factors were rated as extremely important by the participating students. The ability to enroll in classes for a major and the ability to enroll in classes when needed are both factors that were rated as very important to the students, likely explaining the low satisfaction ranking given these services. If a student feels it is important to be able to take needed classes yet he/she is unable to do so, the student might decide to leave Rowan University for another institution of higher education.

Moreover, course availability reinforces the importance of academic advising which was identified as being highly important but having low satisfaction. Almost 60% of the participating students reported it was extremely important for an academic advisor to provide some career advice and yet, only about 20% said they were highly satisfied with the advice received. Pattengale and Schreiner (2000), and Gruanke and Woosley (2005), assert that sophomore students are beginning to seek advice on career options and supporting majors. They found that sophomore students are looking for advising to be more than just selecting courses and finding a suitable major; they are beginning to engage more deeply in the search for identity, life goals, and the pursuit of happiness because in most cases the students are still deciding on what direction to go in their career paths (Pattengale & Schreiner, 2000; Gruanke & Woosley, 2005).

Boivin, Fountain, and Baylis (2000) indicate that developing a career path and setting goals is critical during the sophomore year of college. One of Chickering's (1993) vectors focuses on developing purpose which developmentally occurs often during the sophomore year. Boivin, Fountain, and Baylis, and Perry (1970) also indicate that these activities are important in the development of identity by students. There were 40% of the participating students who felt it was unimportant to have the academic advisor give career advice. This might be explained by the idea that sophomores are transitioning from dualism, where one advisor is perceived of knowing what career path is best, to multiplicity where there are many advisors and many options on the right career path and most are valid so the student decides which option is the right career path to follow. Thus, Rowan University should look at the way advising is provided for students, especially those transitioning from freshmen to the sophomore year. In addition, the findings suggest more attention needs to be given to support sophomores in their search for identify and propose.

Another item of concern is whether students feel valued during their interactions with faculty. Only 65% of the subjects indicated they were at least satisfied while 97.2% said it was at least somewhat important. Feeling valued is important and if 45% of Rowan students do not feel valued with their interactions with faculty, this could lead to departure from the campus. A problem could be looming since in Astin's theory of student engagement, interaction with faculty is one of the two strongest factors that affect a student's level of satisfaction and completion of college. If one of the two main factors in Astin's theory is a not being meet, students could leave. The lack of interaction also impacts the institutional commitment that a student has as Tinto's theory holds that if a

student has a low level of institutional commitment there is a greater likelihood that departure from the institution will occur.

Research Question 3: Is there a significant relationship between the demographic variables of sex, number of credits, work experience, and place of residence and the reported levels of satisfaction and importance of the college experience at Rowan University?

Many of the correlations involved the place of residence and some items involved residential life. These relationships are understandable and in most cases foreseeable since students who chose to live on campus were more satisfied with residential life staff. It is also understandable why the students that live on campus would see these staff members as providing important functions. The literature has yet to address these issues so there is no basis for comparing these relationships. As for some of the relationships involving campus safety and sex, women responded that campus safety was more important than the men. This is understandable since women think more often about their safety than do men, so the relationship could be explained by traditional gender roles.

Conclusions

Transitions present challenges to students in general but appear critical during the sophomore year. This transitional year presents challenges for both the student and the institution alike. The findings of the study revealed that Rowan students responded in a manner consistent with the research on undergraduate sophomore students. More specifically, the findings suggest that there are characteristics that are constituent with what the literature has begun to describe as the sophomore slump. Rowan University has yet to conduct baseline studies, so it is difficult to recognize the characteristics of the

slump based on the difference between the freshmen and sophomore year or between the sophomore and junior year. The findings of the study seem to be consistent with what would be expected at an institution with sophomores and the associated slump. One of the key characteristics of the sophomore slump is that sophomores are developing purpose and seeking a major that will lead to a productive career. In this study, the students responded that academic advising was very important and that working towards personal career goals is something Rowan faculty and staff need to be keenly aware.

Another key characteristic of the sophomore slump is that students are less likely to interact with faculty yet they are the most likely to need the interaction. The findings are consistent as, Rowan students reported that they felt it was important to interact with faculty and yet they were not satisfied with the interactions. In some ways, the results are expected since the sophomore slump has become more transparent and better understood. At the same time, it should be noted that the instrument was not designed to determine if the sophomore slump existed at Rowan University rather it was designed to provide findings on how Rowan University could serve students better.

Recommendations for Future Practice

The findings suggest that there are some areas that Rowan University needs to address in order to better serve students. One the areas that needs to be addressed is the availability of classes at Rowan University. The findings indicate that the students are not satisfied with their ability to enroll in classes. Student's reported that they were unhappy with availability of classes as well their ability to register for classes. Academics are the main reason why a majority of students come to Rowan University so this issue needs to be resolved. Rowan needs to provide classes for its students,

suggesting changes are needed in enrollment management or increasing the number of sections for popular classes.

Concluding that some Rowan University students suffer from the sophomore slump leads to the question of whether a second year experience (SYE) is needed to expand upon the existing first year experience. The data from the study suggest that second year students have special needs and therefore special programming should be instituted. The program should be designed to address many of the issues that the literature identifies as problems or issues for sophomore students. The first area that a SYE might address is the area of advising. The faculty members that advise sophomore students should receive training in how to advise the students. Most faculty members have never been trained in how to advise students suggesting a trial and error approach. Building a training program for faculty rooted in student development theory, freshmen and sophomore programming, and accountability should be elements in the training program.

The second area that should be addressed is to make sophomore students feel welcome and let them know they matter. This could be as simple as sending a letter to each sophomore student over the summer in-between the freshmen and sophomore year to welcome students back to Rowan University and inform them that Rowan cares deeply about their success. In addition, a welcome back event could be offered as a sophomore picnic with follow up programming options discussed.

The third area that needs to be addressed is ensuring that a connection is made with other members of the university community. Connections are important to make as the student development literature suggests that making this helps increase commitment

to an institution and student retention. Rowan University should encourage staff and faculty to attend student events and encourage all employees to interact with students. This helps students feel connected and valued as a member of the Rowan community. These steps are fairly easy to implement, the costs are relatively low, but the payoff could be substantial

Recommendations for Instrumentation

Many conclusions can also be drawn about the instrument used in the study and to improve it for ongoing use. The current research in student development and the unfolding knowledge-base focusing on sophomores suggests two recommendations. The first is an updated and more refined instrument and method. The second is what type of research should be done and where should it be conducted.

After looking at the response rate of the instrument, the first conclusion is that a traditional paper and pencil type instrument should be used with random sampling. It was very difficult to get participants to take the instrument. After the first email was distributed, about 300 students completed the survey. After the second email, an additional 150 students visited the site to complete the survey. After the third and final email, an additional 100 students visited the site, and at this point many students started to respond to the email by asking the researcher to stop sending the reminder email. Thus, while emailing may be initially convenient, the response rate of less than 20% suggests a more traditional approach may be warranted.

The second issue of using Survey Monkey is based upon the observation that students stopped answering the survey items. The first item on the instrument had 534 responses whereas the last only had 230 responses. This is most likely because

participants felt they responded to too many items. Those items were displayed on too many different screens; the student had to choose “next” too many times. There were a total of 61 items that the participants had to answer both in terms of level of satisfaction and importance. This means that students responded to about 122 items not including background information. Thus, the instrument was too long and students just stopped responding.

To solve some of these issues a revised instrument is included (Appendix F) for future use. The major changes to the instrument are the removal of the items referring to a set of university offices, and campus safety. These items did not correspond with the literature and added to the length of the instrument. A total of 46 of the 122 items were in these areas. Items added deal with class availability since this an issue that needs further investigation at Rowan University. Also some of the demographic items have been changed to improve the instrument.

After modification of the pilot instrument, it is recommended that another field test be conducted. In doing so, four questions need to be addressed: (a) who are the subjects, (b) when is the instrument administered, (c) how often is it administered, (d) and how is it administered? The answer to the first question it that in the future the instrument should be administered only to sophomore students. The next two questions of when and how often the instrument should be administered are related. It is recommended that the instrument be administered twice a year; once in the beginning of the year in September and once towards the end of the year in late April. This will enable future researchers to conduct a comparison of the sophomore experience at Rowan and how students are adjusting to campus. The last question focuses on how the instrument

should be administered to the campus. It is recommended that subjects are chosen at random and the instrument be given in a paper and pencil format. Finally, the sample size should be about 25% of the sophomore class at the time of the distribution with a response rate of 75% the goal

Recommendations for Future Research

1. A larger mixed method study should be carried out, using both the instrument that was developed in this study and also an interview and focus groups.
2. Rowan University needs to conduct baseline testing of students at the freshmen and sophomore levels so that comparisons can be made.
3. A longitudinal study that follows a small number of Rowan students through their time at the institution is recommended as a way of gauging student development and how well the institution is serving students.

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APPENDIX A

Institutional Review Board Disposition Form

Rowan University
INSTITUTIONAL REVIEW BOARD
HUMAN RESEARCH REVIEW APPLICATION

OK

INSTRUCTIONS: Check all appropriate boxes, answer all questions completely, include attachments, and obtain appropriate signatures. Submit an **original and two copies** of the completed application to the Office of the Associate Provost.

NOTE: Applications must be typed.
 Be sure to make a copy for your files.

FOR IRB USE ONLY:Protocol Number: IRB-2007-118

Received: _____ Reviewed: _____

Exemption: ☐ Yes ☐ No

Category(ies): _____

Approved 2/21/07 (date)**Step 1: Is the proposed research subject to IRB review?**

All research involving human participants conducted by Rowan University faculty and staff is subject to IRB review. Some, but not all, student-conducted studies that involve human participants are considered research and are subject to IRB review. Check the accompanying instructions for more information. Then check with your class instructor for guidance as to whether you must submit your research protocol for IRB review. If you determine that your research meets the above criteria and is not subject to IRB review, **STOP**. You do not need to apply. If you or your instructor have any doubts, apply for an IRB review.

Step 2: If you have determined that the proposed research is subject to IRB review, complete the identifying information below.Project Title: A Pilot Study Investigating the Sophomore Experience at Rowan UniversityResearcher: David R Stuart Jr.Department: Educational LeadershipLocation: Education HallMailing Address: 237 Sunny Jim Drive
Medford, NJ 08055(Street)
 (Town/State/Zip)E-Mail: stuart17@students.rowan.eduTelephone: (856) 256-6458Co-Investigator/s:
 _____Faculty Sponsor (if student)* Dr. Burton SiscoDepartment: Educational LeadershipLocation: 3018 Education HallE-Mail: Sisco@rowan.eduTelephone: (856) 256-4500, ext. 3717

APPENDIX B

Consent Form

<meta HTTP-EQUIV="refresh" CONTENT="0; url=/NeedSomething.asp?error=nojavascript">

Rowan Sophomore Satisfaction Survey

Exit this survey >>

1. Informed Consent Form

I agree to participate in a research project entitled "A Pilot Study Investigating the Sophomore Experience at Rowan University," which is being conducted by David Stuart as an assignment in partial fulfillment of the Master's Degree in Higher Education Administration. This objective of this study is to pilot test an instrument designed to determine the satisfaction and importance levels of participating sophomores regarding their college experience at Rowan University. The data collected in this study will be combined with data from previous studies and will be submitted as part of a research paper.

I understand that my responses will be anonymous and that all the data gathered will be confidential. I agree that any information obtained from this study may be used in any way thought best for publication or education provided that I am in no way identified and my name is not used.

I understand that there are no physical or psychological risks involved in this study, and that I am free to withdraw my participation at any time without penalty.

I understand that my participation does not imply employment with the state of New Jersey, Rowan University, the principal investigator, or any other project facilitator.

If I have any questions or problems concerning my participation in this study I may contact David Stuart at (856) 256-6458 or Dr. Burton Sisco at (856) 256-4500, ext. 3717.

By pressing "next" you agree to the terms of this survey.

Next >>

APPENDIX C

Survey Used on Survey Monkey ©

Student Satisfaction Survey

Thank you in advance for taking the time to complete the survey. This survey is used to judge your satisfaction and how important you perceive a statement to be to your overall college experience. Please read the statements that are below. Then use the two scales to provide your satisfaction in the first six columns and how important a statement is to your college experience in the second six columns.

All of the information that is given will not be shared with anyone else and no names are asked. This survey is completely voluntary and you can stop at any time.

Thank you for your time and effort

Section I

Please provide some background information

Major: _____

Sex ☐ Male ☐ Female

Number of credit hour completed (Not including this semester) _____

☐ On Campus ☐ Off Campus ☐ Commuter

Age: _____

Marital Status: ☐ Single ☐ Married

Children: ☐ Yes ☐ No

(Student Status): ☐ Part Time ☐ Full Time

Are you employed? ☐ Yes ☐ No Hours per Week: _____

Section II

	Highly Unsatisfied	Unsatisfied	Neutral	Satisfied	Highly Satisfied	Not Applicable	Unimportant	Somewhat Unimportant	Neutral	Somewhat Important	Extremely Important	Not Applicable
Please evaluate the availability of following college staff:												
Registrar's Office	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Bursar's Office	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Financial Aid Office	1	2	3	4	5	N/A	1	2	3	4	5	N/A

	Highly Unsatisfied	Unsatisfied	No real feeling	Satisfied	Highly Satisfied	Not Applicable	Unimportant	Somewhat Unimportant	Important	Somewhat Important	Extremely Important	Not Applicable
Residential Life Staff (In hall)	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Residential Life Staff (In Savits)	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Counseling and Psychological Services	1	2	3	4	5	N/A	1	2	3	4	5	N/A
The Office of Career and Academic Planning	1	2	3	4	5	N/A	1	2	3	4	5	N/A
The EOF/MAP office	1	2	3	4	5	N/A	1	2	3	4	5	N/A
The University Bookstore	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Office of the Dean of Student	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Please evaluate the quality of services provided by the following:												
Registrar's Office	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Bursar's Office	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Financial Aid Office	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Residential Life Staff (In hall)	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Residential Life Staff (In Savits)	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Counseling and Philological Services	1	2	3	4	5	N/A	1	2	3	4	5	N/A
The Office of Career and Academic Planning	1	2	3	4	5	N/A	1	2	3	4	5	N/A
The EOF/MAP office	1	2	3	4	5	N/A	1	2	3	4	5	N/A
The University Bookstore	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Office of the Dean of Student	1	2	3	4	5	N/A	1	2	3	4	5	N/A
I have been able to form a rewarding and enjoyable relationship with the following:												
A Faculty member	1	2	3	4	5	N/A	1	2	3	4	5	N/A
A member of the residential life staff	1	2	3	4	5	N/A	1	2	3	4	5	N/A
A member of the student activates staff	1	2	3	4	5	N/A	1	2	3	4	5	N/A
A Greek life advisor	1	2	3	4	5	N/A	1	2	3	4	5	N/A

A Rowan Public Safety	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Another campus administrator	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Coach	1	2	3	4	5	N/A	1	2	3	4	5	N/A

Sections III

	Highly Unsatisfied	Unsatisfied	No real feeling	Satisfied	Highly Satisfied	Not Applicable	Unimportant	Somewhat Unimportant	Important	Somewhat Important	Extremely Important	Not Applicable
Please evaluate the following items regarding your academic advisor												
Is knowledgeable	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Is available	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Knows my name	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Helps me choose classes	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Helps me choose a major/concentration	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Give me some career advisement	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Help me set life goal	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Please evaluate the following item in regards to class availability:												
I can get the classes that I need for my major	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Classes are available when I need them	1	2	3	4	5	N/A	1	2	3	4	5	N/A
I can get the classes I want outside of my major	1	2	3	4	5	N/A	1	2	3	4	5	N/A
I can register for the classes with few problems	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Please evaluate the following items in regards to academic majors:												
I am able to get into the major that I wanted	1	2	3	4	5	N/A	1	2	3	4	5	N/A
I am able to find the major that I am looking for	1	2	3	4	5	N/A	1	2	3	4	5	N/A

	Not Applicable	Extremely Important	Somewhat Important	Important	Somewhat Unimportant	Unimportant	Not Applicable	Highly Satisfied	Satisfied	No real feeling	Unsatisfied	Highly Unsatisfied
Please provide some information about campus safety												
I feel safe during the day (6am-6pm).	1	2	3	4	5	N/A	1	2	3	4	5	N/A
I feel safe during the night (6pm-12am)	1	2	3	4	5	N/A	1	2	3	4	5	N/A
I feel safe during the late night (12am-6am)	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Please provide some information about faculty:												
I am able to meet with faculty members outside of the classroom	1	2	3	4	5	N/A	1	2	3	4	5	N/A
I am able to discuss non-academic issues with faculty members	1	2	3	4	5	N/A	1	2	3	4	5	N/A
I feel that faculty members care about my development academically	1	2	3	4	5	N/A	1	2	3	4	5	N/A
I feel that faculty members care about my development as a whole person	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Faculty members at Rowan make me feel valued as a student	1	2	3	4	5	N/A	1	2	3	4	5	N/A
The Rowan's campus environment challenges my views on the following:												
Racial and ethnic Diversity	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Diverse sexual orientations	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Person with disabilities (Both physical and learning)	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Diverse Political views	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Diverse Religious views	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Feminist issues	1	2	3	4	5	N/A	1	2	3	4	5	N/A

	Not Applicable	Extremely Important	Somewhat Important	Important	Somewhat Unimportant	Unimportant	Not Applicable	Highly Satisfied	Satisfied	No real feeling	Unsatisfied	Highly Unsatisfied	
Please evaluate the following items regarding student involvement:													
I have close friends at Rowan		1	2	3	4	5	N/A	1	2	3	4	5	N/A
I am an active member of a campus sponsored club/organization		1	2	3	4	5	N/A	1	2	3	4	5	N/A
I am an active member of a intercollegiate sports team (club sport included)		1	2	3	4	5	N/A	1	2	3	4	5	N/A
I participate in intramurals		1	2	3	4	5	N/A	1	2	3	4	5	N/A
Please evaluate the following items regarding personal goals:													
I am making progress towards my personal goals		1	2	3	4	5	N/A	1	2	3	4	5	N/A
I am making progress towards my career goals		1	2	3	4	5	N/A	1	2	3	4	5	N/A
I am making progress towards my academic goals		1	2	3	4	5	N/A	1	2	3	4	5	N/A

APPENDIX D

Complete Data Collection

Satisfaction of the Availability of Select College Office

HU=Highly Unsatisfied, US=Unsatisfied, N=Neutral, S=Satisfied, HS=Highly Satisfied, N/A=Not Applicable

Items	HU		US		N		S		HS		N/A	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Registrar's Office n=477, SD= 0.959, M= 3.90	13	2.3	23	4.8	93	19.8	225	47.2	117	24.5	6	1.3
Bursar's Office n=474, SD= 0.947, M=3.94	7	1.5	23	5.3	93	19.6	230	48.5	102	21.5	17	3.6
Financial Aid Office n=469, SD=1.345, M=4.05	17	3.6	41	8.7	87	20.9	149	31.8	73	15.6	91	19.4
Residential Life Staff (In hall) n=474, SD=1.464, M=4.45	19	4.0	26	5.5	87	18.4	101	21.3	72	15.2	169	35.7
Residential Life Staff (In Savits) n=473, SD=1.568, M=4.29	27	5.7	36	7.6	87	18.4	118	24.9	31	6.6	174	36.8
The Office of Career and Academic Planning n=474, SD=1.443, M=4.83	8	1.7	14	3.0	105	22.2	60	12.7	23	4.9	264	55.7
Counseling and Psychological Services n=475, SD=1.395, M=4.33	12	2.5	25	5.3	112	23.6	118	24.8	59	12.4	146	31.4
The EOF/MAP office n=474, SD=1.395, M=4.92	5	1.1	5	1.1	121	25.5	38	8.0	28	5.9	277	58.4
The University Bookstore n=476, SD=1.112, M=3.68	22	4.6	57	12.0	84	17.6	208	43.7	98	20.6	7	1.5
Office of the Dean of Student n=476, SD=1.390, M=4.53	6	1.3	9	1.9	136	28.8	94	19.9	208	6.4	98	41.7

Importance of the Availability of Select College Office

UI=Unimportant, SU=Somewhat Unimportant, N=Neutral, SI=Somewhat Important, EI=Extremely Important, N/A=Not Applicable

Item	UI		SU		N		SI		EI		N/A	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Registrar's Office n=474, SD=0.744, M=4.47	4	0.8	4	0.8	35	7.4	155	32.7	275	58.0	1	0.2
Bursar's Office n=471, SD=0.824, M=4.38	6	1.3	6	1.3	45	9.6	165	35.0	244	51.8	5	1.1
Financial Aid Office n=470, SD=1.082, M=4.49	12	2.6	11	2.3	54	11.5	107	22.8	229	48.7	57	12.1
Residential Life Staff (In hall) n=470, SD=1.477, M=4.49	35	7.4	12	2.6	56	11.9	103	21.9	113	24.0	151	32.1
Residential Life Staff (In Savits) n=472, SD=1.495, M=4.36	35	7.4	16	3.4	73	15.5	107	22.7	100	21.2	141	29.9
Counseling and Psychological Services n=475, SD=1.529, M=4.18	38	8.1	19	4.0	106	22.5	90	19.1	94	20.0	124	26.3
The Office of Career and Academic Planning n=470, SD=1.167, M=4.36	16	3.4	8	1.7	78	16.6	123	26.2	178	37.9	67	14.3
The EOF/MAP office n=464, SD=1.630, M=4.38	38	8.2	11	2.4	120	25.9	45	9.7	70	15.1	180	38.8
The University Bookstore n=472, SD=0.823, M=4.33	5	1.1	4	0.8	60	12.7	167	35.4	231	48.9	5	1.1
Office of the Dean of Student n=468, SD=1.228, M=4.24	11	2.4	11	2.4	125	26.7	112	23.9	124	26.5	85	18.2

Satisfaction of the Quality of Service of Select College Offices

HU=Highly Unsatisfied, US=Unsatisfied, N=Neutral, S=Satisfied, HS=Highly Satisfied, N/A=Not Applicable

Item	HU		US		N		S		HS		N/A	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Registrar's Office n=399, SD=0.926, M=3.99	9	2.3	15	3.8	66	16.5	196	49.1	106	26.6	7	1.8
Bursar's Office n=398, SD=0.932, M=3.99	7	1.8	16	4.0	71	17.8	199	50.0	91	22.9	14	3.5
Financial Aid Office n=398, SD=1.293, M=4.15	12	3.0	27	6.8	73	18.3	146	36.7	59	14.8	81	20.4
Residential Life Staff (In hall) n=394, SD=1.431, M=4.50	14	3.6	21	5.3	62	15.7	99	25.1	54	13.7	144	36.5
Residential Life Staff (In Savits) n=396, SD=1.528, M=4.37	19	4.8	30	7.6	64	16.2	101	25.5	35	8.8	147	37.1
Counseling and Psychological Services n=397, SD=1.450, M=4.86	9	2.3	9	2.3	85	21.4	50	12.6	18	4.5	226	56.9
The Office of Career and Academic Planning n=397, SD=1.372, M=4.44	13	3.3	13	3.3	78	19.7	104	26.3	60	15.2	128	32.3
The EOF/MAP office n=396, SD=1.321, M=5.01	2	0.5	1	0.3	91	23.0	43	10.9	18	4.5	18	60.9
The University Bookstore n=399, SD=1.090, M=3.78	12	3.0	47	11.8	67	16.8	174	43.6	89	22.3	10	2.5
Office of the Dean of Student n=396, SD=1.370, M=4.56	6	1.5	9	2.3	97	24.5	91	23.0	31	7.8	162	40.9

Importance of the Quality of Service of Select College Offices

UI=Unimportant, SU=Somewhat Unimportant, N=Neutral, SI=Somewhat Important, EI=Extremely Important, N/A=Not Applicable

Item	UI		SU		N		SI		EI		N/A	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Registrar's Office n=394, SD=0.710, M=4.54	1	0.3	2	0.5	36	9.1	101	25.6	252	64.0	2	0.5
Bursar's Office n=393, SD=0.721, M=4.54	1	0.3	0	0.0	41	10.4	100	25.4	245	62.3	6	1.5
Financial Aid Office n=393, SD=0.916, M=4.66	4	1.0	2	0.5	38	9.7	88	22.4	208	53.1	52	13.3
Residential Life Staff (In hall) n=392, SD=1.258, M=4.76	16	4.1	4	1.0	24	8.7	81	20.7	125	31.9	132	33.7
Residential Life Staff (In Savits) n=391, SD=1.278, M=4.68	15	3.8	6	1.5	42	10.7	89	22.8	113	28.9	126	32.2
Counseling and Psychological Services n=391, SD=1.306, M=4.61	11	2.8	11	2.8	62	15.9	76	19.4	106	27.1	125	32.0
The Office of Career and Academic Planning n=392, SD=1.084, M=4.54	7	1.8	5	1.3	56	14.3	93	23.7	163	41.6	68	17.3
The EOF/MAP office n=391, SD=1.461, M=4.70	16	4.1	8	2.0	80	20.5	46	11.8	66	16.9	175	44.8
The University Bookstore n=392, SD=0.781, M=4.38	1	0.3	4	1.0	46	11.7	143	36.5	189	48.2	9	2.3
Office of the Dean of Student n=392, SD=1.133, M=4.50	4	1.0	5	1.3	80	20.4	89	22.7	131	33.4	83	21.2

Satisfaction With the Ability to Form Rewarding Relationship With Select College Officials

HU=Highly Unsatisfied, US=Unsatisfied, N=Neutral, S=Satisfied, HS=Highly Satisfied, N/A=Not Applicable

Item	HU		US		N		S		HS		N/A	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
A Faculty Member n=391, SD=0.971, M=4.14	8	2.0	17	4.3	53	13.6	158	40.4	146	37.3	9	2.3
A Member of the Residential Life Staff n=389, SD=1.526, M=4.41	14	3.6	34	8.7	73	18.8	73	18.8	49	12.6	146	37.7
A Member of the Student Activates Staff n=390, SD=1.551, M=4.44	14	3.6	31	7.9	79	20.3	77	19.7	25	6.4	164	42.1
A Greek Life Advisor n=388, SD=1.625, M=4.88	19	4.9	21	5.4	66	17.0	23	5.9	11	2.8	248	63.9
A Rowan Public n=388, SD=1.657, M=4.35	23	5.9	34	8.8	85	21.9	51	13.1	33	8.5	162	41.8
Coach n=389, SD=1.383, M=5.22	10	2.6	9	2.3	56	14.4	16	4.1	18	4.6	280	72.0
Another Campus Administrator n=390, SD=1.408, M=4.50	13	3.3	16	4.1	72	18.5	91	23.3	59	15.1	139	35.6

Importance of the Ability to Form Rewarding Relationship with Select College Officials

UI=Unimportant, SU=Somewhat Unimportant, N=Neutral, SI=Somewhat Important, EI=Extremely Important, N/A=Not Applicable

Item	UI		SU		N		SI		EI		N/A	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
A Faculty Member n=390, SD=0.731, M=4.56	2	0.5	4	1.0	25	6.4	102	26.2	255	65.4	2	0.5
A Member of the Residential Life Staff n=389, SD=1.486, M=4.31	30	7.7	15	3.9	56	14.4	98	25.5	84	21.5	106	27.2
A Member of the Student Activates Staff n=390, SD=1.488, M=3.95	35	9.0	22	5.6	88	22.6	105	26.9	63	16.2	77	19.7
A Greek Life Advisor n=390, SD=1.978, M=3.91	87	22.3	17	4.4	66	16.9	35	9.0	44	11.3	141	36.2
A Rowan Public n=390, SD=1.473, M=3.95	35	9.0	22	5.6	89	22.8	95	24.4	81	20.8	68	17.4
Coach n=388, SD=1.853, M=4.43	58	14.9	8	2.1	61	15.7	28	7.2	49	12.6	184	47.4
Another Campus Administrator n=389, SD=1.286, M=4.18	23	5.9	7	1.8	78	20.1	105	27.0	121	31.1	55	14.1

Satisfaction of Select Academic Issues

HU=Highly Unsatisfied, US=Unsatisfied, N=Neutral, S=Satisfied, HS=Highly Satisfied, N/A=Not Applicable

Item	HU		US		N		S		HS		N/A	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
My academic advisors is knowledgeable n=386, SD=1.286, M=4.02	27	7.0	29	7.5	45	11.7	112	29.0	153	39.6	20	5.2
My academic advisors is available n=386, SD=1.326, M=3.85	33	8.5	32	8.3	60	15.5	114	29.5	129	33.4	18	4.7
My academic advisors knows my name n=386, SD=1.431, M=3.73	42	10.9	36	9.3	77	19.9	85	22.0	122	31.6	24	6.2
My academic advisors is helps me choose a major/concentration n=383, SD=1.485, M=4.09	29	7.6	30	7.8	68	17.8	78	20.4	105	27.4	73	19.1
My academic advisors gives me some career advisement n=386, SD=1.494, M=3.84	32	8.3	40	10.4	89	23.1	85	22.0	76	19.7	64	16.6
My academic advisors helps me set life goal n=385, SD=1.614, M=3.77	41	10.6	44	11.4	99	25.7	56	14.5	68	17.7	77	20.0
I can enroll in classes within major n=378, SD=1.274, M=3.39	38	10.1	65	17.2	65	17.2	134	35.4	73	19.3	3	0.8
Classes are available when I need them n=378, SD=1.242, M=2.88	52	13.8	117	31.0	77	20.4	92	24.3	38	10.1	2	0.5
I can enroll in classes outside of major n=377, SD=1.262, M=3.56	23	6.1	56	14.9	86	22.8	140	37.1	44	11.7	28	7.4
I can register for the classes with few problems n=377, SD=1.266, M=3.23	39	10.3	81	21.5	77	20.4	118	31.3	58	15.4	4	1.1
I am able to gain acceptance in the major of choice n=375, SD=0.859, M=4.50	4	1.1	13	3.5	22	5.9	95	25.3	235	62.7	6	1.6
I am able to find their major of choice n=373, SD=0.880, M=4.45	2	0.5	16	4.3	31	8.3	95	25.5	222	59.5	7	1.9

Importance of Select Academic Issues

UI=Unimportant, SU=Somewhat Unimportant, N=Neutral, SI=Somewhat Important, EI=Extremely Important, N/A=Not Applicable

Item	UI		SU		N		SI		EI		N/A	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
My academic advisors is knowledgeable n=386, SD=0.444, M=4.88	1	0.3	0	0.0	6	1.6	37	9.6	337	87.3	5	1.3
My academic advisors is available n=386, SD=0.482, M=4.83	1	0.3	0	0.0	7	1.8	51	13.2	322	83.4	5	1.3
My academic advisors knows my name n=386, SD=0.789, M=4.46	2	0.5	4	1.0	42	10.9	112	29.0	220	57.0	26	1.6
My academic advisors is helps me choose a major/concentration n=384, SD=1.047, M= 4.53	14	3.6	6	1.6	34	8.9	66	17.2	238	62.0	26	6.8
My academic advisors gives me some career advisement n=384, SD=0.903, M=4.53	5	1.3	8	2.1	35	9.1	88	22.8	230	59.6	20	5.2
My academic advisors helps me set life goal n=385, SD=1.046, M=4.32	9	2.3	12	3.1	59	15.4	92	24.0	193	50.3	19	4.9
I can enroll in classes within major n=378, SD=0.359, M=4.94	1	0.3	1	0.3	3	0.8	12	3.2	360	95.2	1	0.3
Classes are available when I need them n=378, SD=0.451, M=4.94	2	0.5	1	0.3	4	1.1	23	6.1	347	91.8	1	0.3
I can enroll in classes outside of major n=377, SD=0.796, M=4.53	2	0.5	6	1.6	32	8.5	99	26.3	228	60.5	10	2.7
I can register for the classes with few problems n=378, SD=0.441, M=4.88	1	0.3	1	0.3	4	1.1	35	9.3	334	88.4	3	0.8
I am able to gain acceptance in the major of choice n=375, SD=0.350, M=4.93	0	0.0	0	0.0	6	1.6	20	5.3	345	92.0	4	1.1
I am able to find their major of choice n=372, SD=0.370, M=4.92	0	0.0	0	0.0	7	1.9	20	5.4	340	91.4	5	1.3

Satisfaction of Campus Safety During Select Times

HU=Highly Unsatisfied, US=Unsatisfied, N=Neutral, S=Satisfied, HS=Highly Satisfied, N/A=Not Applicable

Item	HU		US		N		S		HS		N/A	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Day (6am-6pm) n=369, SD=0.715, M=4.47	3	0.8	0	0.0	25	6.8	137	37.1	199	53.9	5	1.4
Night (6pm-12am) n=369, SD=1.256, M=3.69	18	4.9	56	15.2	65	17.6	135	36.6	72	19.5	23	6.2
Late Night (12am-6am) n=369, SD=1.662, M=3.74	35	9.5	66	17.9	71	19.2	73	19.8	35	9.5	89	24.1

Importance of Campus Safety During Select Times

UI=Unimportant, SU=Somewhat Unimportant, N=Neutral, SI=Somewhat Important, EI=Extremely Important, N/A=Not Applicable

Item	UI		SU		N		SI		EI		N/A	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Day (6am-6pm) n=368, SD=0.745, M=4.70	5	1.4	5	1.4	15	4.1	50	13.6	290	78.8	3	0.8
Night (6pm-12am) n=368, SD=0.627, M=4.84	3	0.8	3	0.8	5	1.4	44	12.0	298	81.0	15	4.1
Late Night (12am-6am) n=368, SD=0.687, M=4.93	3	0.8	2	0.5	8	2.2	35	9.5	278	75.5	42	11.4

Satisfaction of Interaction with Faculty

HU=Highly Unsatisfied, US=Unsatisfied, N=Neutral, S=Satisfied, HS=Highly Satisfied, N/A=Not Applicable

Item	HU		US		N		S		HS		N/A	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Able to meet with faculty outside of the classroom n=360, SD=0.891, M=4.09	4	1.1	14	3.9	50	13.9	182	50.6	98	27.2	12	3.3
Able to discuss non-academic issues with faculty n=357, SD=1.127, M=4.05	5	1.4	21	5.9	82	23.0	136	38.1	70	19.6	43	12.0
Faculty care about the student's academic development n=358, SD=0.976, M=4.01	8	2.2	19	5.3	54	15.1	166	46.4	102	28.5	9	2.5
Faculty care about the student's personal development n=358, SD=1.024, M=3.82	10	2.8	24	6.7	84	23.5	151	42.2	80	22.3	9	2.5
Student feels valued n=357, SD=1.023, M=3.82	13	3.6	17	4.8	89	24.9	146	40.9	86	24.1	6	1.7

Importance Interaction with Faculty

UI=Unimportant, SU=Somewhat Unimportant, N=Neutral, SI=Somewhat Important, EI=Extremely Important, N/A=Not Applicable

Item	UI		SU		N		SI		EI		N/A	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Able to meet with faculty outside of the classroom n=360, SD=0.677, M=4.60	2	0.6	2	0.6	17	4.7	101	28.1	234	65.0	4	1.1
Able to discuss non-academic issues with faculty n=359, SD=1.156, M=4.09	13	3.6	27	7.5	54	15.0	99	27.6	154	42.9	12	3.3
Faculty care about the student's academic development n=359, SD=0.679, M=4.61	1	0.3	2	0.6	22	6.1	91	25.3	237	66.0	6	1.7
Faculty care about the student's personal development n=359, SD=0.886, M=4.38	4	1.1	9	2.5	42	11.7	99	27.6	200	55.7	5	1.4
Student feels valued n=359, SD=0.678, M=4.59	1	0.3	3	0.8	20	5.6	97	27.0	234	65.2	4	1.1

Satisfaction of Rowan Challenging Students View on Select Issues

HU=Highly Unsatisfied, US=Unsatisfied, N=Neutral, S=Satisfied, HS=Highly Satisfied, N/A=Not Applicable

Item	HU		US		N		S		HS		N/A	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Racial and Ethnic Diversity n=345, SD=1.094, M=3.69	10	2.9	26	7.5	119	34.5	115	33.3	56	65.2	19	5.5
Diverse Sexual Orientations n=344, SD=1.111, M=3.73	8	2.3	17	4.9	140	40.7	104	30.2	44	12.8	31	9.0
Persons with Disabilities n=344, SD=1.039, M=3.80	4	1.2	16	4.7	126	36.6	124	36.0	46	13.4	28	8.1
Diverse Political Views n=345, SD=1.155, M=3.76	10	2.9	19	5.5	128	22.3	109	19.0	44	7.7	35	6.1
Diverse Religious Views n=344, SD=1.126, M=3.72	10	2.9	16	4.7	140	40.7	103	29.9	44	12.8	31	9.0
Feminist Issues n=343, SD=1.097, M=3.67	7	2.0	16	4.7	158	27.5	95	16.6	35	10.2	32	9.3

Importance of Rowan Challenging Students View on Select Issues

UI=Unimportant, SU=Somewhat Unimportant, N=Neutral, SI=Somewhat Important, EI=Extremely Important, N/A=Not Applicable

Item	UI		SU		N		SI		EI		N/A	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Racial and Ethnic Diversity n=346 SD=1.266, M=3.78	31	9.0	12	3.5	90	26.0	93	26.6	109	31.5	11	3.2
Diverse Sexual Orientations n=346, SD=1.330, M=3.71	36	10.4	13	3.8	98	28.3	82	23.7	101	29.2	16	4.6
Persons with Disabilities n=344, SD=1.229, M=3.82	24	6.9	12	3.5	101	29.2	90	26.0	103	29.8	16	4.6
Diverse Political Views n=345, SD=1.277, M=3.71	39	8.4	16	4.6	105	30.4	87	25.2	91	26.4	17	4.9
Diverse Religious Views n=344, SD=1.299, M=3.67	33	9.6	14	4.1	111	32.2	78	22.6	94	27.2	15	4.3
Feminist Issues n=343, SD=1.320, M=3.54	38	11.0	18	5.2	117	33.9	77	22.3	80	23.2	15	4.3

Satisfaction of Select Student Involvement Issues

HU=Highly Unsatisfied, US=Unsatisfied, N=Neutral, S=Satisfied, HS=Highly Satisfied, N/A=Not Applicable

Item	HU		US		N		S		HS		N/A	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Student has close friends at Rowan n=345, SD=1.107, M=4.14	10	2.9	23	6.6	50	14.4	104	29.9	148	42.5	13	3.7
Participates in Clubs/Organization n=347, SD=1.415, M=4.58	15	4.3	17	4.9	49	14.4	50	14.4	102	29.4	114	32.9
Intercollegiate Sports Teams n=347, SD=1.541, M=5.05	15	4.3	18	5.2	43	12.4	16	4.6	23	6.6	232	66.9
Participates in Intramurals n=347, SD=1.479, M=4.97	13	3.7	19	5.5	33	9.5	40	11.5	36	10.4	206	59.4

Importance of Select Student Involvement Issues

UI=Unimportant, SU=Somewhat Unimportant, N=Neutral, SI=Somewhat Important, EI=Extremely Important, N/A=Not Applicable

Item	UI		SU		N		SI		EI		N/A	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Student has close friends at Rowan n=347, SD=4.54, M=0.880	7	2.0	8	2.3	19	5.5	76	21.9	231	66.6	6	1.7
Participates in Clubs/Organization n=347, SD=1.310, M=4.13	25	7.2	17	4.6	40	11.5	106	30.5	123	25.4	36	10.4
Intercollegiate Sports Teams n=347, SD=1.760, M=3.95	52	15.0	25	7.2	61	17.6	59	17.0	52	15.0	98	28.2
Participates in Intramurals n=346, SD=1.729, M=3.92	53	15.3	23	6.6	56	16.2	69	19.9	57	16.5	88	25.4

Satisfaction of Rowan Helping Students Working Towards Their Goals

HU=Highly Unsatisfied, US=Unsatisfied, N=Neutral, S=Satisfied, HS=Highly Satisfied, N/A=Not Applicable

Item	HU		US		N		S		HS		N/A	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%
Personal Goals n=346, SD=0.815, M=4.20	5	1.4	10	2.9	27	7.8	173	50.0	131	37.9	0	0.0
Career Goals n=346, SD=0.894, M=4.16	6	1.7	17	4.9	27	7.8	164	47.4	131	37.9	1	0.3
Academic Goals n=343, SD=0.843, M=4.19	3	0.9	16	4.7	28	8.2	162	47.2	133	38.8	1	0.3

Importance of Rowan Helping Students Working Towards Their Goals

UI=Unimportant, SU=Somewhat Unimportant, N=Neutral, SI=Somewhat Important, EI=Extremely Important, N/A=Not Applicable

Item	UI		SU		N		SI		EI		N/A	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Personal Goals n=346, SD=0.375, M=4.86	0	0.0	0	0.0	4	1.2	39	11.3	303	87.6	0	0.0
Career Goals n=346, SD=0.394, M=4.88	1	0.3	0	0.0	2	0.6	35	10.1	308	89.0	0	0.0
Academic Goals n=345, SD=0.399, M=4.88	1	0.3	0	0.0	3	0.9	32	9.3	309	89.6	0	0.0

APPENDIX E

Complete Correlation Data

Correlation Between Satisfaction Items and Place of Residence

Variables	<i>r</i>	<i>p</i>
Availability of Financial Aid Office	.099*	.035
Availability of Office of Career and Academic Planning	.160**	.001
Availability of Residential Life Staff (In Halls)	.512**	.000
Availability of Residential Life Staff (In Savitz)	.508**	.000
Availability of EOF/MAP Office	.180**	.000
Availability of the Office of the Dean of Students	.134*	.014
Quality of Service of Residential Life Staff (In Halls)	.544**	.000
Quality of Service of Residential Life Staff (In Savitz)	.532**	.000
Quality of Service of Counseling and Psychological Services	.198**	.000
Quality of Service of EOF/MAP Office	.156**	.002
Quality of Service of the Office of the Dean of Students	.161**	.002
Ability to form rewarding relationship with residential life staff member	.523**	.000
Ability to form rewarding relationship with a member of the student activates staff	.331**	.000
Ability to form rewarding relationship with a Greek life advisor	.235**	.000
Ability to form rewarding relationship with a member of the public safety staff	.272**	.000
Ability to form rewarding relationship with a coach	.176**	.001
Ability to form rewarding relationship with another campus administrator	.220**	.000
Campus safety during the late night (12am-6am)	.405**	.000
Rowan has challenged my views on racial and ethnic diversity	.171**	.002
Rowan has challenged my views on diversity of sexual orientations	.111*	.042
Rowan has challenged my views on diverse political views	.131*	.017
Involvement in campus sponsored clubs or organizations	.164**	.003
Involvement in intercollegiate sports	.142**	.009
Involvement in intramurals	.128*	.019

Correlation Between Importance Items and Place of Residence

Variables	<i>r</i>	<i>p</i>
Availability of the Registrar's Office	.096*	.041
Availability of the Bursar's Offices	.093*	.047
Availability of Residential Life Staff (In Halls)	.266**	.000
Availability of Residential Life Staff (In Savitz)	.250**	.000
Availability of Counseling and Psychological Service	.158**	.001
Availability of the Office of Career and Academic Planning	.100**	.033
Availability of EOF/MAP Office	.187**	.000
Availability of the Office of the Dean of Students	.151*	.001
Quality of Service of Residential Life Staff (In Halls)	.310**	.000
Quality of Service of Residential Life Staff (In Savitz)	.296**	.000
Quality of Service of Counseling and Psychological Services	.133*	.010
Quality of Service of EOF/MAP Office	.156**	.002
Ability to form rewarding relationship with residential life staff member	.223**	.000
Ability to form rewarding relationship with a member of the student activates staff	.183**	.000
Ability to form rewarding relationship with a Greek life advisor	.143**	.006
I have a close friend at Rowan	-.199**	.000

Correlation Between Satisfaction Items and Sex

Variables	<i>r</i>	<i>p</i>
Availability of Residential Life Staff (In Halls)	.096*	.038
Availability of EOF/MAP Office	.097*	.036
Availability of the University Bookstore	.113*	.014
Quality of Service of Residential Life Staff (In Halls)	.108*	.033
Ability to form rewarding relationship with residential life staff member	.109*	.032
Ability to form rewarding relationship with a member of the student activates staff	.109*	.032
Ability to form rewarding relationship with a member of the public safety staff	.156**	.002
Able to get the classes I need for my major	-.116*	.024
Classes are available when I need them	-.123*	.017

Correlation Between Importance Items and Sex

Variables	<i>r</i>	<i>p</i>
Availability of the Registrar's Office	.117*	.011
Availability of the Bursar's Offices	.121**	.009
Availability of Financial Aid Office	.147**	.001
Availability of the University Bookstore	.113*	.014
Availability of Residential Life Staff (In Halls)	.134**	.004
Availability of Residential Life Staff (In Savitz)	.107*	.021
Availability of EOF/MAP Office	.103*	.027
Availability of the University Bookstore	.093*	.045
Availability of the Office of the Dean of Students	.130**	.005
Ability to form rewarding relationship with residential life staff member	.127*	.012
Ability to form rewarding relationship with a member of the student activates staff	.150**	.003
Ability to form rewarding relationship with a Greek life advisor	.124*	.015
Ability to form rewarding relationship with a member of the public safety staff	.180**	.000
Ability to form rewarding relationship with another campus administrator	.118*	.021
Availability of academic advisors	.125*	.014
Able to get the classes I need for my major	.168**	.001
Classes are available when I need them	.117*	.023
I can get into classes outside of my major	.133*	.010
I can register for classes with few problems	.174**	.001
I am able to get into the major I want	.105*	.043
I am able to find the major I want	.111*	.032
Campus safety during the day (6am-6pm)	.264**	.000
Campus safety during the night (6pm-12am)	.203**	.000
Campus safety during the late night (12am-6am)	.249**	.000
I am able to meet with faculty outside of the classroom	.156**	.003
Rowan helps me work towards my academic goals	.140**	.010

Correlation Between Satisfaction Items and Number of Credits

Variables	<i>r</i>	<i>p</i>
Availability of Residential Life Staff (In Halls)	.147**	.002
Availability of Residential Life Staff (In Savitz)	.150**	.001
Availability of Office of Career and Academic Planning	.110*	.020
Availability of Counseling and Psychological Services	.106*	.024
Availability of EOF/MAP Office	.134**	.004
Quality of Service of Residential Life Staff (In Halls)	.159**	.002
Quality of Service of Residential Life Staff (In Savitz)	.203**	.000
Quality of Service of EOF/MAP Office	.150**	.004
Ability to form rewarding relationship with a residential life staff member	.180**	.001
Ability to form rewarding relationship with a member of the student activates staff	.153**	.003
Ability to form rewarding relationship with a member of the public safety staff	.114*	.028
Involvement in intramurals	.127*	.021

Correlation Between Importance Items and Number of Credits

Variables	<i>r</i>	<i>p</i>
Availability of Residential Life Staff (In Halls)	.096*	.043
Availability of Residential Life Staff (In Savitz)	.150**	.001
Availability of Office of Career and Academic Planning	.103*	.029
Availability of Counseling and Psychological Services	.127**	.007
Availability of EOF/MAP Office	.129**	.006
Availability of the Office of the Dean of Students	.134**	.005
Quality of Service of Residential Life Staff (In Halls)	.187**	.000
Quality of Service of Residential Life Staff (In Savitz)	.153**	.003
Quality of Service of Counseling and Psychological Services	.141**	.006
Quality of Service of EOF/MAP Office	.175*	.001
Quality of Service of the Office of Career and Academic Planning	.197**	.000
Quality of Service of the Office of the Dean of Students	.133**	.010
Ability to form rewarding relationship with a member of the student activates staff	.113*	.030
Ability to form rewarding relationship with a Greek life advisor	.103*	.047
Ability to form rewarding relationship with a member of the public safety staff	.102*	.050
Ability to form rewarding relationship with a coach	.139**	.007
I feel that faculty members care about my as a whole person	.149**	.006

Correlation Between Satisfaction Items and Employment

Variables	<i>r</i>	<i>p</i>
Availability of Bursar's Office	.091*	.047
Availability of Residential Life Staff (In Halls)	-.134**	.003
Availability of Residential Life Staff (In Savitz)	-.118*	.011
Availability of Office of Career and Academic Planning	-.113*	.014
Availability of EOF/MAP Office	-.102*	.027
Quality of Service of Residential Life Staff (In Halls)	-.150**	.003
Quality of Service of Residential Life Staff (In Savitz)	-.125**	.013
Quality of Service of Counseling and Psychological Service	-.135**	.007
Quality of Service of EOF/MAP Office	-.127*	.011
Quality of Service of the Office of Career and Academic Planning	-.100*	.047
Ability to form rewarding relationship with a residential life staff member	-.109*	.032
Ability to form rewarding relationship with a member of the student activates staff	-.127*	.013
Ability to form rewarding relationship with a Greek life advisor	-.135**	.008
Ability to form rewarding relationship with a coach	-.155**	.002
Knowledge of academic advisor	.133**	.009
Availability of academic advisor	-.129*	.011
Academic advisor know my name	.113*	.027
My academic advisor helps set life goals	.112*	.029
Campus safety during the late night (12am-6am)	-.107*	.041
Involvement in campus sponsored clubs or organizations	-.131*	.015
Involvement in intercollegiate sports	-.122*	.023
Rowan help me work towards my personal goal	-.138*	.011
Rowan help me work towards my career goals	-.126*	.019
Rowan help me work towards my academic goals	-.119*	.028

Correlation Between Importance Items and Employment

Variables	<i>r</i>	<i>p</i>
Availability of Office Financial Aid Office	-.100*	.030
Availability of Residential Life Staff (In Halls)	-.146**	.002
Availability of Residential Life Staff (In Savitz)	-.111*	.016
Availability of Counseling and Psychological Services	-.096*	.037
Availability of the Office of the Dean of Students	-.097*	.035
Quality of Service of Residential Life Staff (In Halls)	-.127*	.012
Quality of Service of Residential Life Staff (In Savitz)	-.100*	.048
Quality of Service of the Office of Career and Academic Planning	-.113*	.025
Quality of Service of the Office of the Dean of Students	-.100*	.048
Campus safety during the night (6pm-12am)	-.128*	.015
Campus safety during the late night (12am-6am)	-.105*	.046

APPENDIX F
Updated Survey

Student Satisfaction Survey

Thank you in advance for taking the time to complete the survey. This survey is used to judge your satisfaction and how important you perceive a statement to be to your overall college experience. Please read the statements that are below. Then use the two scales to provide your satisfaction in the first six columns and how important a statement is to your college experience in the second six columns.

All of the information that is given will not be shared with anyone else and no names are asked. This survey is completely voluntary and you can stop at any time.

Thank you for your time and effort

Section I

Please provide some background information

I have officially declared a major? ☐ Yes ☐ No

My major is in the following college: (choose one)

- | | |
|---|--|
| <input type="checkbox"/> Communication | <input type="checkbox"/> Business |
| <input type="checkbox"/> Education | <input type="checkbox"/> Engineering |
| <input type="checkbox"/> Fine and Performing Arts | <input type="checkbox"/> Liberal Arts and Sciences |

Sex ☐ Male ☐ Female

Number of credit hour completed (Not including this semester) _____

☐ On Campus ☐ Off Campus ☐ Commuter

Age: _____

Marital Status: ☐ Single ☐ Married

Children: ☐ Yes ☐ No

(Student Status): ☐ Part Time ☐ Full Time

Are you employed? ☐ Yes ☐ No

Hours per Week: ☐ 0-15 hr. ☐ 15-30 hr.

☐ 30-40 hr. ☐ 40+hr.

Do you plan on returning to Rowan University next semester?

☐ Yes ☐ No

Section II

	Highly Unsatisfied	Unsatisfied	No real feeling	Satisfied	Highly Satisfied	Not Applicable	Unimportant	Somewhat Unimportant	Important	Somewhat Important	Extremely Important	Not Applicable
Please evaluate the following items regarding your academic advisor												
Is knowledgeable	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Is available	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Knows my name	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Helps me choose classes	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Helps me choose a major/concentration	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Give me some career advisement	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Help me set life goal	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Please evaluate the following item in regards to class availability:												
I can get the classes that I need for my major	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Classes are available when I need them	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Classes are available during times that are convenient.	1	2	3	4	5	N/A	1	2	3	4	5	N/A
I can get the classes I want outside of my major	1	2	3	4	5	N/A	1	2	3	4	5	N/A
I can register for the classes with few problems	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Please evaluate the following items in regards to academic majors:												
I am able to get into the major that I wanted	1	2	3	4	5	N/A	1	2	3	4	5	N/A
I am able to find the major that I am looking for	1	2	3	4	5	N/A	1	2	3	4	5	N/A

	Highly Unsatisfied	Unsatisfied	No real feeling	Satisfied	Highly Satisfied	Not Applicable	Unimportant	Somewhat Unimportant	Important	Somewhat Important	Extremely Important	Not Applicable
Please provide some information about faculty:												
I am able to meet with faculty members outside of the classroom	1	2	3	4	5	N/A	1	2	3	4	5	N/A
I am able to discuss non-academic issues with faculty members	1	2	3	4	5	N/A	1	2	3	4	5	N/A
I feel that faculty members care about my development academically	1	2	3	4	5	N/A	1	2	3	4	5	N/A
I feel that faculty members care about my development as a whole person	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Faculty members at Rowan make me feel valued as a student	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Faculty provide a high level of instruction	1	2	3	4	5	N/A	1	2	3	4	5	N/A
The Rowan's campus environment challenges my views on the following:												
Racial and ethnic Diversity	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Diverse sexual orientations	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Person with disabilities (Both physical and learning)	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Diverse Political views	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Diverse Religious views	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Feminist issues	1	2	3	4	5	N/A	1	2	3	4	5	N/A

	Not Applicable	Extremely Important	Somewhat Important	Important	Somewhat Unimportant	Unimportant	Not Applicable	Highly Satisfied	Satisfied	No real feeling	Unsatisfied	Highly Unsatisfied
Please evaluate the following items regarding student involvement:												
I have close friends at Rowan	1	2	3	4	5	N/A	1	2	3	4	5	N/A
I am an active member of a campus sponsored club/organization	1	2	3	4	5	N/A	1	2	3	4	5	N/A
I am an active member of an academic organizations	1	2	3	4	5	N/A	1	2	3	4	5	N/A
I actively participate in my academic classes	1	2	3	4	5	N/A	1	2	3	4	5	N/A
I participate in intramurals	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Please evaluate the following items regarding personal goals:												
I am making progress towards my personal goals	1	2	3	4	5	N/A	1	2	3	4	5	N/A
I am making progress towards my career goals	1	2	3	4	5	N/A	1	2	3	4	5	N/A
I am making progress towards my academic goals	1	2	3	4	5	N/A	1	2	3	4	5	N/A